



POCKLINGTON SCHOOL

Rewards and Sanctions Policy

(Behaviour Policy)

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Introduction

Aims of Rewards and Sanctions Policy:

Pocklington School's policy on rewards and sanctions aims:

- to encourage, reinforce and acknowledge the positive attitudes of respect and consideration for others and respect for self
- to be fair and consistent and for staff to use only reasonable discipline in all circumstances
- to give value and encouragement to academic achievement and the effort to improve at all levels of ability

Equality and Diversity

Equality Act 2010:

When making decisions under this policy, the School will take into account any special educational needs or disabilities a pupil may have and any religious requirements affecting them.

Pocklington staff must be alert to the potential for child-on-child abuse (including online), including bullying and discrimination, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010.

Children who are lesbian, gay, bisexual or gender questioning (LGBT)

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Promoting Positive Behaviour

1. Recognition and Celebration

Recognition and the celebration of endeavour and achievement are at the core of the Pocklington experience. Staff are encouraged to offer praise and encouragement to their students. Formalised recognition also takes place in numerous ways such as in Divisional assemblies, House assemblies, on notice board displays, digital noticeboards, on the School website and across the School's publications.

2. Using Class Charts to report positive behaviour

Staff should use Class Charts to log instances of positive behaviour or achievement (See Appendix). This function alerts the relevant tutor and housemaster/mistress and serves to collate instances over time. Using Class Charts in this way



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should not replace or deter teachers from speaking to other relevant staff in person about matters, rather it should serve to prompt such discussions. The information collated from Class Charts also serves to inform tutor / tutee discussions to support.

Students can achieve Bronze, Silver and Gold virtual badges within Class Charts when they achieve a certain number of merits. Top performing students are awarded the Platinum Award with a brooch presented in the end of year assembly.

3. Positive Performance Pathway

The decision to put a pupil under a 'Positive Performance Pathway' (PPP) monitoring scheme will normally be taken by the Housemaster/mistress. This will usually follow discussion with the student, parents, form tutor, relevant teaching staff and the Head of Division as appropriate. The PPP serves to positively address concerns relating to a pupil's approach to learning or persistent underachievement. Pupils on the 'PPP' will be monitored via a holistic report which requires engagement with parents, HoD, HoM and Head of Division on a weekly basis. Being under a 'PPP' should be understood as occurring for supportive reasons as well as a disciplinary measure.

4. Pastoral Intervention for Inconsistent ATL Grades:

After each School report, Housemasters/mistresses, in liaison with the Head of Division, will implement a pastoral intervention if a student receives a disproportionate number of grades that indicate inadequate or inconsistent level of effort in lessons or in independent work.

5. Prefects

School, Boarding and House Prefects are positions of trust and responsibility. As well as assisting staff and pupils in the day-to-day running of the school, prefects are ambassadors and role models. All senior students are expected to promote positive behaviour but there is a particular expectation of our prefects in this regard. To be appointed a prefect is considered a privilege and their role is key in embodying the values set out at the start of this policy.

Prefects will direct the pupil to their Housemaster/mistress and notify the relevant Housemaster/mistress themselves. House staff must liaise with the Prefect to ensure satisfactory closure of the incident with the pupil.

6. The School Rules & the 'Blue Book'

The School rules and expectations of good behaviour are set down in the termly 'Blue Book' – publication that contains easy-to-reference information relating to a calendar of events and other information relevant to the smooth running of the School. All students and staff receive a copy. Guidance relating to some specific issues are included in the appendices of this policy.

7. Working Together with Parents and Guardians

Pastoral and academic staff are encouraged to liaise with parents directly in the promoting of positive behaviour in and around school. As appropriate, parents and guardians will be contacted to inform of matters and, on occasion, may be invited to come to a meeting at school to discuss particular matters with relevant pastoral and academic staff.

Parent Forums and evenings where parents are invited to attend to listen to experts on particular pastoral matters provide opportunities for parents and staff to discuss the issues and challenges that young people encounter as they go through school life.



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Rewards

In addition to staff encouraging pupils through verbal praise or positive comments, the School provides a consistent system of rewards that addresses the needs of individual students as well as the wider School community.

The promotion of positive behaviour is at the core of our approach and ethos at Pocklington. As such, staff are directed to aim for a ratio of 90% positive to 10% negative in terms of how they log behaviour through Class Charts and other systems.

1. Merit Points on Class Charts and Merit Stickers

Class Charts is the pupil management software through which merit points can be awarded for positive work and behaviour, both in lessons and in all other aspects of school life. There are different levels of merit (M1, M2) that reflect the behaviour being noted. When a merit point is logged for a pupil, this goes towards House Cups at all Divisional levels.

Merit Stickers are also available for staff to give to pupils at all levels. These are for work or behaviour equivalent to an 'M2' award on Class Charts and must be recorded as such.

See Appendix for further information on the awarding of Merit Points in Class Charts.

2. Academic Department 'Postcards'

A pupil who has performed well (in terms of achievement and / or approach) in a particular subject throughout the term may receive a 'postcard' from the subject teacher to recognise the pupil's achievements. Postcards are, generally, sent out towards the end of term. As a guide, teachers are directed to send one card per class per term.

3. Distinctions

Distinctions are awarded for achievements of very high quality. A Distinction recognises academic work of excellence but can also be awarded for commendable acts beyond the classroom, for example ones of remarkable initiative, kindness or courage.

General Administration and Recording

- Distinctions can be awarded by any member of staff.
- Distinctions are awarded on Class Charts. This logs the award and informs tutor and Housemaster / Housemistress.
- A Distinction also carries with it points that contribute to the Divisional House Cups and the pupil's individual merit score.
- Distinction Cards are then created, signed by the Head of Division and presented to pupils (usually in Divisional assemblies).
- The Head of Division will meet with the pupil to congratulate them and may arrange for them to meet with the Head to discuss the award.
- Distinctions are noted on pupils' written reports.



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Distinctions can also be awarded for Outstanding ATL Grades:

After each full report, the Tutor will award a Distinction based on pupils' outstanding approach to learning (indicated by 'O' on the report). The following are suggested criteria and Tutors should use their professional judgement and liaise with HoMs when deciding on the awarding of a distinction (below is for guidance):

1st-5th Year = 5 or more 'O's

6th Form = 50% or more of grades are O's

3. Commendations

In all years, 1st Year to 6th Form, Commendation certificates are presented during the end of term assembly. A small number of Commendations will be awarded to pupils for work and effort after the overall achievement and improvement of the pupil's work have been carefully considered by their House Tutors and Housemaster/mistress. Guideline criteria for the awarding of Commendations are followed within each division.

Commendations are logged on Class Charts for recording purposes and noted on the pupil's full report.

4. Speech Day Prizes

A range of prizes are awarded at Speech Day relating to all aspects of School life (Please refer to the Policy 'Exam Prizes – Criteria for Awarding, July 2019).

The awards are monitored by the Senior Deputy Head looking for individual trends. Internal examination prizes and Departmental prizes to individual pupils are awarded during Prizegiving in the Summer Term.

5. Monitoring of Rewards

Tutors and Housemasters/mistresses monitor trends in the awarding of Merit Points, Distinctions and Commendations (e.g. gender, SEND, EAL, AGT, House or individuals) and liaise with the relevant Head of Division. This data is then analysed by PSMG on an (at least) annual basis and, where necessary, steps are taken to address any issues arising.



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Sanctions

The School rejects the use or the threat of use of corporal punishment under any circumstances. (Section 131 of the Schools Standards and Framework Act 1998).

Use of Reasonable Force by Staff:

School staff can use “reasonable force” to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Staff are referred to the relevant Foundation Policy, ‘Use of Force (Restraint)’.

Behaviour outside of School:

The School may apply the Rewards and Sanctions Policy to any pupil behaviour which takes place under School authority, i.e. when the pupil is within the School or taking part in any School-organised or School-related activity; travelling to or from School, wearing School uniform or otherwise identifiable as a pupil at the School. The School may also apply this policy to behaviour outside of the School which could have repercussions for the orderly running of the School, pose a threat to another pupil or member of the public or which could adversely affect the reputation of the School.

Staff should refer to Guidelines on Sanctions for Day Pupils in Appendix 1 in order to help determine which sanction is appropriate.

For matters relating to boarding, please refer to Boarding Sanctions Guidelines document.

Staff to be mindful of when behaviour may indicate wellbeing or safeguarding concerns

Staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case (as set out in Part 1 of Keeping children safe in education), school staff should follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Supporting Pupils Following Sanction

It is vital that, following disciplinary incidents and sanction, that the pupil continues to receive support from school pastoral staff, parents and guardians. Working together, the child will have the best chance of learning from experiences and moving forward positively. Strategies can include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with or meeting with parents
- Consider placing the child on report (Positive Performance Pathway)
- inquiries into the pupil’s conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- engaging with the Wellbeing Service or local authority partners
- considering whether the support for behaviour management being provided remains appropriate



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1. DFE Guidance on appropriate disciplinary measures available to staff

***(See Appendix 1 for additional guidance on Sanctioning students).**

In keeping with DFE guidance, there are a number of disciplinary measures that might be appropriate depending on the nature of the behavioural incident (s). These might include:

- *A verbal reprimand and reminder of expectations of behaviour*
- *The setting of written tasks such as to account for their behaviour*
- *Loss of privileges – for instance the loss of a prized responsibility*
- *Detention*
- *School based community service, such as tidying a classroom*
- *regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring*
- *Suspension or, in the most extreme cases permanent exclusion*

It is school policy, and in keeping with the ethos of Pocklington School, that behaviour that falls below the school’s expectations should be addressed promptly, fairly and compassionately. This is reflected in guidance for staff and pupils which sets out a stepped approach to dealing with poor behaviour (see Appendix 1).

2. Class Charts

Class Charts is the pupil management software by which negative behaviour can be recorded. More significant behavioural issues or repeated instances where expectations have not been met are logged as a ‘de-merit’ on the pupil’s profile. There are different categories of ‘demerit’ reflecting the nature of the concern. Class Charts informs the tutor and relevant pastoral staff when concerns have been logged against a child or when detentions have been awarded. Pupils (and parents from January 2023) are also aware of positive and negative behaviour through pupil and parent apps. As well as promoting opportunities to share and celebrate the positives, this should also facilitate and inform discussions between parents, their children and, where required, the school. Using Class Charts in this way should not replace or deter teachers from speaking to pupils, other relevant staff, or parents in person about such matters, rather it should serve to prompt such discussions.

3. Detentions

All detentions must be logged on Class Charts and monitored by Housemasters/Housemistresses. When issuing detentions, staff should be aware that the following detentions are incremental, reflecting different levels of severity¹. Physical Exercise cannot be issued as a punishment in a detention or at other times.

¹ For students over 18 years of age, a detention must be agreed to by the student. Failure to agree to an appropriate detention is likely to result in a more serious sanction.



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The DFE provides clear guidance on the matter of detentions and this policy takes this into account. (Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024)

(a) Departmental Detention (DepD)

Staff may set and supervise their own detentions for pupils' failure to complete any work or for low level misbehaviour in lessons. These can take place during a break or at lunchtimes. Such detentions take precedence over other commitments and pupils should inform staff whose activity they miss of the reason for their non-attendance. Pupils must not miss their lunch. Any member of staff may place a pupil in this detention and record this on Class Charts.

(b) Divisional Detention (DD)

In some instances where concerns are more serious or where a more nuanced response is required, the Head of Division may decide to award a Divisional Detention. These are arranged and overseen by the Head of Division and logged on Class Charts. Parents/ Houseparents are informed. Such detentions take precedence over other commitments and pupils should inform staff whose activity they miss of the reason for their non-attendance. Pupils must not miss their lunch.

In some instances a form of 'Community Service' may be appropriate for the purposes of a detention. This can be applied for repeated low to mid-level offences, primarily (although not exclusively) outside of lessons. Pupils will be required to report to the Head of Division's office at a given time(s) and will be given productive and appropriate tasks to complete which would not put them in harm's way.

(c) School Lunchtime Detention (SLD)²

This detention is for:

- Behavioural misdemeanours. It may be for a single significant incident or for an accumulation of incidents either inside or outside of the classroom.
- Accrual of 3 departmental detentions in one term, at the HoM's discretion, may indicate that a SLD is an appropriate consequence.

Parents will be informed prior to the detention by an e-mail from the Head of Division. All staff may place a pupil in this detention, recording and setting work via the 'note box' in Class Charts. Tutors will record the number of SLDs received by a pupil on each full school report. Members of the Pocklington School Management Group will oversee this detention.

(d) Headmaster's Detention (HMD)³

This Detention will be taken by the Head or a delegated senior member of staff. This is regarded as a very serious detention resulting from accumulating numerous SLDs (3+) over an academic year or a single more serious misdemeanour.

² SLD takes place on a Monday lunchtime in Room 1 starting at 1255. The member of staff will accompany the student(s) to lunch and will then return them to the detention which will conclude at 1420.

³ HMD detention takes place at a time determined by the Head. This will usually be on a Saturday at 1400-1600 or a Friday 1600-1800.



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Parents will be informed prior to the detention by a formal letter from the Head.

Only a Head of Division may place a pupil in this detention. They will record the detention on iSAMS, notifying relevant pastoral staff.

Appropriate work or activity set for this detention will be agreed between the Head and the Head of Division.

4. Absence from School as a 'Neutral' Act

It may on occasions be deemed appropriate for a pupil to be absent from school for a short period of time in order for the school, pupil or family concerned to come to terms with, allow time for reflection over, or for further investigations to occur into, a particular incident. This will be initiated by the Deputy Head or Deputy Head (Pastoral). This will be seen as a 'neutral' act and will not appear on the pupil's record as a disciplinary measure. Work will be provided, as appropriate, to the pupil in order to continue education. Records will be overseen by the Deputy Head (Pastoral).

5. Final Warnings

If numerous misdemeanours accumulate or a single serious disciplinary incident occurs, a pupil may be placed on a Final Warning. This will constitute a serious disciplinary situation for the pupil in which any further misdemeanours deemed significant will lead to expulsion from the school. The particular details of the Final Warning will be clearly given to the pupil and the parents, usually by the Head but otherwise by the Deputy Head or Deputy Head (Pastoral), as part of a disciplinary meeting wherever possible (or telephone conversation), and confirmed in writing. The Final Warning will be effective for a set period of time assigned at its outset. This will be for a maximum of three full school terms. At the expiry of this period and subject to there having been no further misdemeanours, the Final Warning will expire although it may remain noted in the pupil's record. Records will be held by the Deputy Head (Pastoral).

6. Exclusion from School (Suspension or Expulsion)

If numerous misdemeanours accumulate, or a single serious disciplinary incident occurs, a pupil may be excluded from school either temporarily (suspension) or permanently (expulsion). A pupil may also be refused entry into the Sixth Form should there be significant concerns regarding their behaviour. Temporary exclusions (suspensions) are dealt with by the Head or the Deputy Head (Pastoral). A 'first suspension' is usually for one school day. Subsequent or more even more serious misdemeanours are likely to result in a longer period of suspension (for example, three school days) and a Final Warning or permanent exclusion from the School. Permanent exclusions (expulsion) are dealt with by the Head. Records will be overseen by the Deputy Head (Pastoral).

Parents are referred to the Pocklington School Foundation Complaints Policy if they wish to complain about the process involved which leads to a decision over exclusion. Complaints concerning a permanent exclusion will be referred directly to Stage 3 (Panel Hearing) of the Complaints Policy.

For misdemeanours and behaviours that are likely to lead to exclusion please refer to Section 9.



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7. Additional Boarding Sanctions

Temporary (Suspension) or Permanent Exclusion from Boarding

For boarding pupils, if numerous misdemeanours accumulate or if a single serious disciplinary incident occurs, a pupil may be excluded from the boarding house either temporarily (suspended from boarding) or permanently (excluded from boarding). For temporary exclusion from boarding, the school will consider whether the pupil may continue to attend school as a day pupil during the boarding suspension. For permanent exclusion from boarding, the pupil may only continue to attend school at all times henceforth as a day pupil. Both temporary and permanent exclusions from boarding are dealt with by the Deputy Head/Deputy Head (Pastoral) and Head. Records will be overseen by the Deputy Head (Pastoral).

Please refer to Boarding Sanctions Guidelines for additional boarding sanctions.

8. Misdemeanours and Behaviours Meriting Exclusion

Under normal circumstances, the following types of involvements by a pupil may lead to the Head considering the pupil's position in the School and could therefore lead to the pupil being permanently excluded.

This list of misdemeanours and behaviours is not exhaustive:

- Drug or alcohol abuse
- Theft
- Vaping or smoking
- Bullying
- Physical assault or threatening behaviour
- Fighting
- Sexual violence, harassment or misconduct
- Involvement in close physical relations/sexual relations between pupils whilst under School authority
- Racist abuse
- Damage to property
- Persistent disruptive behaviour
- Involvement with breaches of the ICT Acceptable Use Policy deemed of a serious nature (for example the posting of indecent, defamatory, illegal images or comments on Social Media).
- Parental behaviour (see Parent Contract re grounds to remove a pupil relating to parent behaviour).

Further considerations:

- Smoking, Vaping, Alcohol Consumption and Dealing With Illegal and Legal Substances

For matters and the sanctioning of incidents concerning pupil involvement with these substances, please refer to the separate policy titled 'Policy on Pupil Involvement with Smoking, Alcohol Consumption and Dealing with Illegal and Legal Substances'. See also Appendix 5 for further information on searching.



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- Malicious Accusations

If any pupil makes an accusation against a member of staff which is proved to have been malicious, then the Head will consider the pupil's position in the school and be able to use any sanction given in the Rewards and Sanctions Policy against the pupil. This can include temporary or permanent exclusion from the school, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

- Involvement with persistent acts of bullying or a single serious incident of bullying.

Anti-Bullying Procedures

Refer to the Anti-Bullying and Procedures to Counteract Cyberbullying Policy for Appropriate Sanctions. Careful and detailed discussion with the alleged 'bully' will occur to enable them to consider how their actions have offended and hurt the victim, and how they can learn to behave in ways which will not cause harm in the future and how to repair the harm they have caused. These discussions must involve liaison with the alleged bully's parents or guardians. A letter warning over future sanctions for continued incidents will be sent to parents.



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Pandemics & Promoting Hygienic Behaviour

The importance of personal hygiene and hygienic behaviour continues to be a key part of school life since the pandemic of 2020. Staff should regularly encourage pupils in good practices, challenge behaviour that does not meet expectation and issue sanctions where appropriate.

Good practice and expectations include, but are not limited to, the following:

- Following the latest guidance from the Government.
- If a pupil feels unwell at any point during the school day, they should inform a member of staff or (if at a break time) go to the Health and Wellbeing Centre.
- To recommend that they come to School with tissues and hand sanitiser.
- To keep used tissues in pockets until they pass a bin.
- To follow school protocols for hygiene.
- To follow guidance and expectations and encouragement for handwashing (e.g. soap and water for 20 seconds, prior to entering key areas, before and after eating etc.).
- To follow good coughing/sneezing etiquette (use of tissues/ coughing into elbow if necessary)
- Maintaining social distancing wherever possible (including within bubble areas).
- Pupils should only use their own water bottles and eat/drink their own food.

Pupils should be aware that **deliberate** unhygienic behaviour will be treated with the utmost severity. Examples of such behaviour may include (but is not limited to) the following:

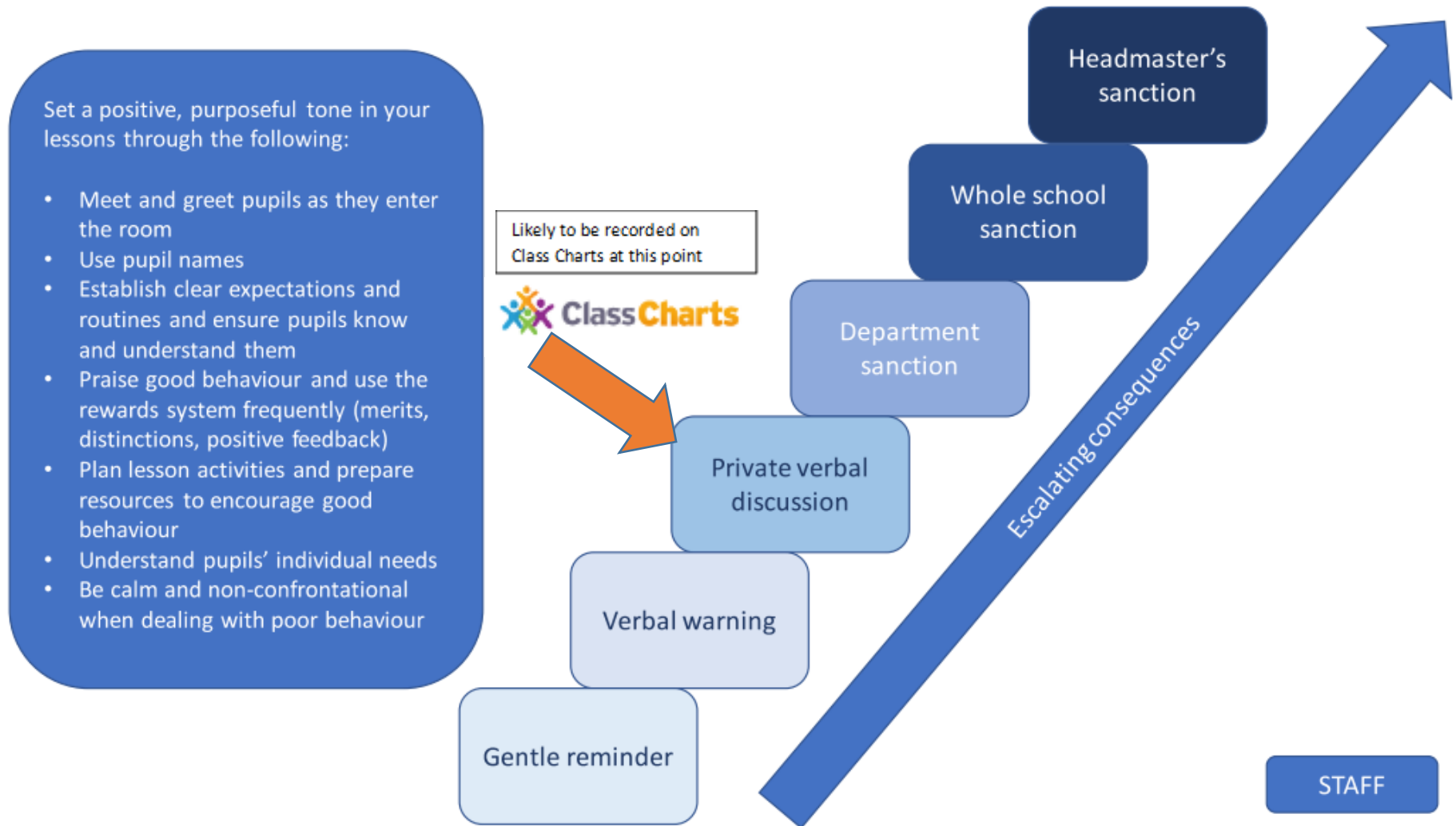
- Spitting
- Fake coughing
- Throwing tissues or food /food packaging litter on the floor.
- Purposefully going against socially covid related guidelines.
- Chewing gum.
- Deliberately touching other people's belongings.

Depending on the severity and intent of any particular incident, a deliberate or highly reckless act that might increase the risk of virus transmission is likely to result in a serious sanction, not excluding the temporary or permanent exclusion of the pupil from the School.



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Appendix 1: A stepped approach to managing behaviour

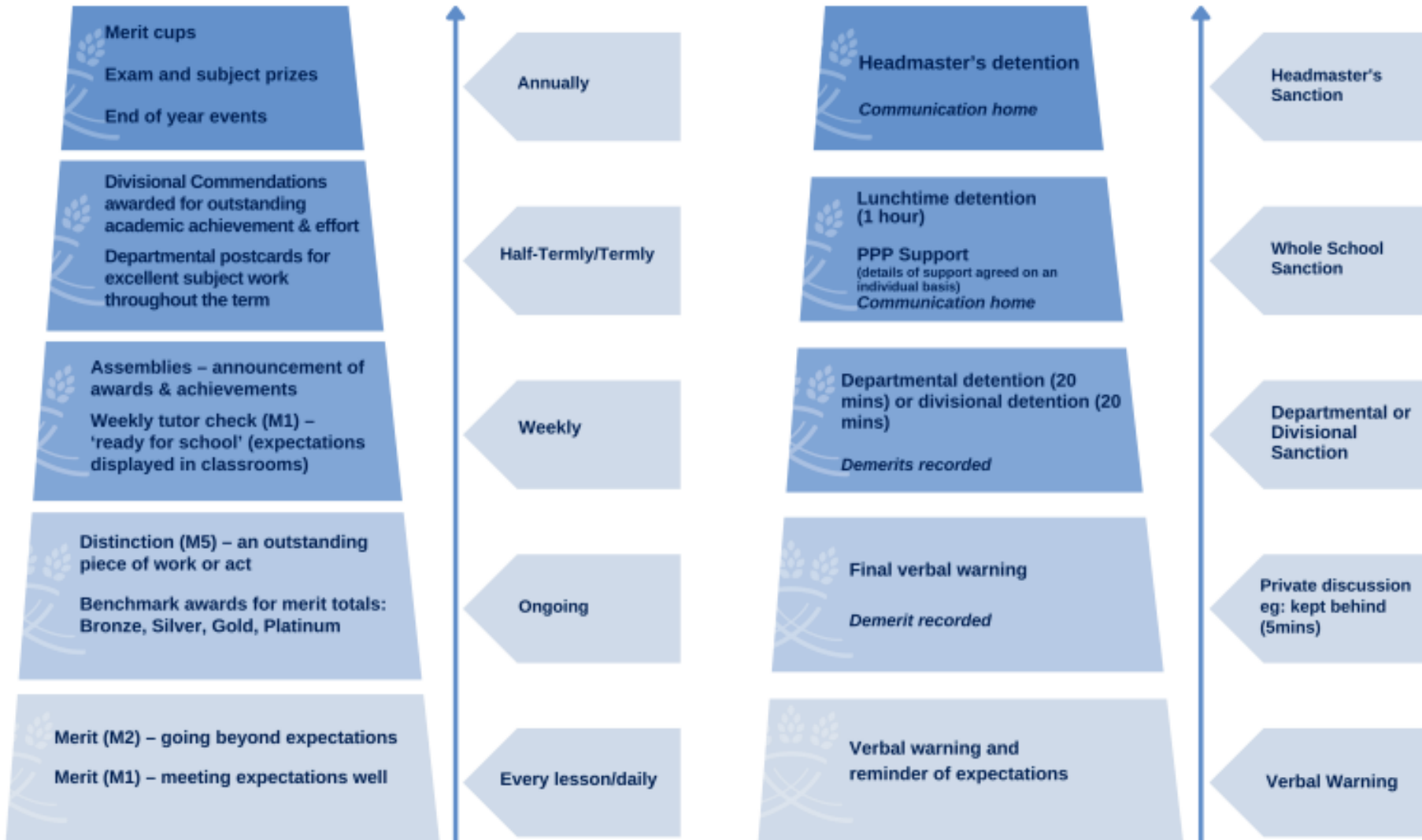




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REWARDS

SUPPORT & SANCTIONS





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Appendix 2: Class Charts – guidance for awarding merits / de-merits

How often should I be awarding positives / negatives?

The expectation is that teachers will have Class Charts open in each lesson (either on PC or through personal device if preferred). We will look to be awarding positives each lesson and, depending on the class that day, anywhere from at least a couple of clicks for a couple of individuals, to as many as you feel is warranted on really good day. The more positive the better.

The golden aim is to achieve an awarding ratio of 90% positive to 10% negative.

What are the 'positive' options?

M1 = A 'positive' meeting of expectations well. Examples: good engagement in class or a decent work ethic that period. Not quite an old-school 'merit' but an acknowledgement of doing what we want, well.

**(You can award a whole group and identify by 'toggle' the ones you do not wish to include).*

M2 = Much the same as we would award the old current merit sticker. A **very** good piece of work, a particularly good act around school etc. Something **particularly** good in class.

Distinction = An **outstanding** piece of academic work, achievement or contribution to School life.

Postcards Home = One or two per class awarded each term. (Parents / Pupils not automatically notified but logged through Class Charts).

Commendations = These can be logged here by HoMs at the ends of term (pupils / parents would not be notified before final assemblies).

What are the 'negative' behaviour options?

The categories are fairly self-explanatory. Logging of a negative is done for a repeated instance of failing to meet expectation or straight away for a more fundamental expectation (e.g. homework / equipment) or concerning issue. Obviously, in each case, this relies on the judgement of the teacher. It should prove to be a much easier and more transparent way of the old isams 'Record a Concern'.

***When exercising judgement in particular cases, please also take consideration of any relevant educational needs. Liaise with Lisa Hutchinson or HoMs in cases where you are unsure before awarding demits.**

- Late
- Off task
- Homework Issue*
- Lack of Equipment*
- Uniform issue
- Phone use

-1: Minor behaviour issue or failure to meet fundamental explanation without good reason

-2: More significant behaviour concern

Bullying Concern: This will be flagged and logged from here (but only notifying relevant Pastoral Leads)

Detentions: We will log detentions (Dept and School) from Class Charts

(*See additional guidance below)



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Homework / Equipment

- *For each instance of late/incomplete homework or missing equipment for a lesson, it is appropriate for staff to award pupils a demerit (DM1).*
- *It would be good practice for teachers to make their expectations in these areas very clear at the start of term, so that pupils understand that this is the approach that will be taken.*
- *There is no requirement for pupils to be given a 'grace' period in which to complete the work or other form of verbal warning. However, teachers can, of course, exercise their professional judgement about occasional instances when it might be appropriate to do so, based on their knowledge of each pupil.*
- *Pupils with incomplete homework should then be given a new deadline by when the missing work must be completed.*
- *Please apply greater leniency for our 1st year pupils / new starters during the first two weeks of term as they get to grips with the new systems and routines of secondary school.*



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Appendix 3: Guidelines on Sanctions for Day Pupils⁴

1. Lower Level Sanctions and Measures other than Detentions

A key introduction to dealing with lower level sanctions consistently has been the introduction of Class Charts in September 2022. All staff are directed to award merits and demerits in Class Charts as outlined in this policy. Relevant teaching staff and, through the pupil and parents app, all parties are made aware of both positive and negative behaviour, prompting discussion and sanction where appropriate.

Pupil behaviour, as recorded through Class Charts, contributes to house cups and pupil's own behaviour awards. Teachers are expected to use Class Charts in each lesson and are encouraged to advise pupils when merits / demerits have been awarded.

As set down in DFE guidelines (*italics below*), there are a number of initial steps open to staff before (or other than) issuing a detention. Staff use their experience and judgement in determining the most appropriate response in any given situation, taking into account any special educational needs, disability or where English is not the pupil's first language.* Remember to ensure you have logged issues on Class Charts and followed up with tutor and pastoral staff as required.

- *a verbal reprimand and reminder of the expectations of behaviour;*
- *the setting of written tasks such as an account of their behaviour;*
- *loss of privileges – for instance, the loss of a prized responsibility;*
- *school based community service, such as tidying a classroom*
- *regular reporting including early morning reporting; scheduled uniform checks*
- *placed “on report” for behaviour monitoring;*

2a. Departmental Detention (DepD) *

Repeated or more serious infringements such as those listed below. Staff will follow the stepped approach set out in Appendix one and their professional judgement as to the most appropriate course of action.

- | | |
|--|---|
| <ul style="list-style-type: none">• Lateness• Copying another pupil's work• Lack of effort• Uniform infringements• No homework• Repeated lack of equipment• Poor organisation of folder/book• Chewing gum | <ul style="list-style-type: none">• Eating in lessons• Poor or disrespectful behaviour in lessons (shouting out, talking persistently, chair-swinging, inappropriate language, littering)• Inappropriate use of mobile phones and/or technology (see Appendix 4)• Unsafe practice in science labs/design centre or similar |
|--|---|

****Staff must ensure they log incidents and DepDs on Class Charts.***

⁴ NB This list is not exhaustive and staff should use their professional judgement in dealing with disciplinary matters.



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2b School Lunchtime Detention (SLD)

- Accrual of 3+ departmental detentions in a term (at HoM discretion)
- Missing a departmental detention (after a warning)
- Lack of respect towards staff and prefects
- Disobedience or defiance
- Misuse of mobile phones
- Plagiarism
- Deliberate dangerous act during an experiment or similar
- Offensive and/or abusive language in person or online
- Behavioural misdemeanours (unkind or disrespectful behaviour towards other pupils, minor damage to school property, provoking or encouraging poor behaviour in others)
- Failure to sign in or out correctly, or without permission
- Driving yourself or other pupils without correct permissions

2c Headmaster's Detention (HMD)

- Accrual of 3 SMLDs in an academic year
- Plagiarism for public examination coursework
- Cheating in internal examinations
- Violent behaviour
- Rude/offensive to the general public



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Appendix 4: Guidelines on setting work to be completed by a pupil in a detention

- Work set should either be given directly to the pupil or detailed on Class Charts log. There must be sufficient work to occupy the allotted time (SLD = Approximately 50 minutes work).
- Pupils should not simply do their prep. Prep is acceptable if a child has to repeat something that was done below standard the first time (this would not be their first offence).
- An essay or extended piece of writing is acceptable so long as a specific question or focus is set, or a list of things that should be included given to the child. Younger pupils find it difficult to fill an hour if they are just given one sentence to respond to.
- Extension work to current/relevant topics is acceptable. Additional or missing coursework could fall into this category.
- If a breach of school rules has been committed, writing out school rules is acceptable.



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Appendix 4: Removal from a lesson

Temporary Removal

If a pupil's behaviour or demeanour is deemed to be disrupting a lesson and affecting the learning of others, then they may be told to leave the lesson. In the first instance the member of staff should give the pupil a clear warning that their continued disruptive behaviour will lead to them being removed from the lesson.

The member of staff should only remove the pupil from the lesson for a short period in order to diffuse a situation (e.g. 1-2 minutes only), standing the pupil outside the room where they can be easily monitored. The member of staff may then return the pupil to the lesson and should speak to the pupil as soon as possible to resolve the matter. Staff must liaise with the appropriate Housemaster/mistress.

- Temporary removals from lessons must be recorded by the subject teacher on Class Charts so the incident can be logged and relevant pastoral staff notified.

Permanent Removal

A pupil may also be removed permanently from the lesson (i.e. for the remaining duration of the lesson) if the health and safety or learning of other pupils is being compromised. In this instance the pupil is escorted⁵, with work if appropriate, to the Head of Department (HoD), Housemaster/Mistress (HoM) or Senior Manager who will then take action as they feel appropriate. It is likely that the pupil will be placed in a School Lunchtime Detention as a result.

Follow up Procedure

- The HoD and Housemaster/mistress should liaise to decide on an agreed form of action.
- HoD or House staff will contact the pupil's parents informing them of the unsatisfactory behaviour and the consequences of further incidents.
- This will also be recorded on Class Charts with details given.

⁵ Wherever possible, the member of staff should remain with their class and summon a nearby colleague or telephone reception. In extreme circumstances, it is acceptable for the member of staff to escort the pupil themselves, however they should return to their class as soon as possible.



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Appendix 5: Searching and Confiscation Procedures

Key points (DFE Guidance can be found via this [link](#))

Searching:

Unless in exceptional circumstances, the authorised member of staff carrying out the search must be of the same gender as the pupil being searched and there should be a second member of staff present to witness the search. Where possible, speak to a senior member of staff such as the Deputy Head (pastoral) or a Head of Division before embarking on a search.

School staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

-to commit an offence, or

-to cause personal injury to, or damage to the property of, any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers*
- fireworks
- pornographic images

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

In Pocklington School, banned items include all those listed and referred to above and those referred to in the School Rules as printed in the Termly Calendar.*Please note that e-cigarettes and vapes are regarded by the school as banned items and treated in the same way as cigarettes and other tobacco items.



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The school will always take into consideration the age and needs of the pupil (s) being searched. This includes making any reasonable adjustments for pupils with learning difficulties and also being mindful and respectful of any language difficulties or cultural factors.

*Whilst authorised staff can use reasonable force to search for a prohibited item, as listed above, force cannot be used to search for an item banned by school rules.

In extreme circumstances, where it is deemed necessary to call the police to school to carry out a search of a pupil (s), the Foundation refers to the guidance outlined in [DfE Guidance: Searching, Screening and Confiscation \(July 2022\)](#).

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

For further guidance, especially in regard to how confiscated items should be dealt with, refer to the [DfE Guidance: Searching, Screening and Confiscation \(July 2022\)](#). See also the Pocklington School Policy on Pupil Involvement with Smoking, Alcohol and Dealing with Illegal and Legal Substances and the Policy for the Use of ICT.

Confiscation of Mobile Phones and Web-enabled Devices

- If used contrary to the School Rules, mobile phones and other web-enabled electronic devices may be confiscated as a disciplinary measure, in line with the school's Mobile Phone and Web Enabled Device Policy.

Guidance for Dealing with Electronic Devices

- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education.



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Informing parents and dealing with complaints

- 1) *Schools are not required to inform parents before a search takes place or to seek their consent to search their child but in almost all cases parents will be contacted as soon as is practicable to inform them that a search has taken place, the rationale and what, if anything was discovered.*

- 2) *Schools are encouraged to include in the record of each search for prohibited items:*
 - *the date, time and location of the search;*
 - *which pupil was searched;*
 - *who conducted the search and any other adults or pupils present;*
 - *what was being searched for;*
 - *the reason for searching;*
 - *what items, if any, were found;*
 - *what follow-up action was taken as a consequence of the search..*

- 3) *Schools should inform the individual pupil's parents or guardians where a search has been made for prohibited items.*

- 4) *Complaints about screening or searching should be dealt with through the normal school complaints procedure.*



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Appendix 6: Mobile Phone Use –Rules for Pupils

*Also see Mobile Phone Use in School: Rules for Students (including web-enabled devices)

Prep School

- Pupils are not permitted to bring mobiles, web enabled devices or gaming devices into school.
- Pupils who travel by bus or walk to school independently may be granted special permission to carry their mobile in their bag. In this case, parents should apply for written permission from the Prep School Deputy Head outlining the reasons for the request. Where permission is granted, pupils will **ONLY** be allowed to use their device to make contact with parents and they must **NOT** use them for any other reason.
- In some exceptional circumstances, such as when children are going between 2 houses during the week, parents of children who do not travel by bus may require their child to bring a mobile phone to school. Parents should apply for written permission from the Deputy Head, stating whether this is a one-off occurrence or long term request.
- Children who have been granted written permission to bring their mobile into school, for the reasons outlined above, will be required to turn their device off and hand it in to the School Office immediately on arrival at school. They should collect their device at 3.50pm on leaving the school building and must **NOT** use their device whilst on the school grounds.
- Smart watches or watches with a remote listening facility are not permitted in school under the new school rules.
- Pupils may continue to bring an e-reader to school, providing the device does not have the facility to browse the internet, take photographs or play games.

1st to 5th Form

- Students are permitted to bring mobiles into school, but they must remain **switched off and stored securely in lockers** between 8.15AM and 3.50PM.
- At **3.50PM**, students may check their phones **for messages or for contacting home**. This must be done **only in Divisional Areas** or outside the main school building. Recreational use is not permitted on the school campus.
- At the discretion of supervising members of staff, mobile phones may be permitted on school trips /travelling to fixtures.
- The use of Smart watches and other ‘accessory’ web-enabled devices is not permitted in school under the new rules.
- Laptops may be used in lessons if that is the student’s regular mode of working, but these devices may not be used for reasons other than academic work.

6th Form

- Sixth Formers can use mobile phones in the sixth form centre, **but NOT** around the school site (except under the direction of teachers in lessons).
- Sixth formers may use tablets and laptops for independent study in the sixth form area and library.



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Library

- The library will be a **mobile-free zone** for all students at all times (*this includes sixth formers and for boarders' prep times*).

Sanctions

Prep School

- Children who do not have written permission to bring their mobile or web enabled device to school will have their device confiscated, switched off and placed securely in a school safe (in an envelope with the name and form details of the pupil). Parents will be contacted and asked to collect the device.

Senior School

- For a first offence, if a student is seen with their phone during the school day it will be confiscated, switched off and placed securely in a school safe (in an envelope with the name and form details of the student and the name of the member of staff who has confiscated the item). The relevant Housemaster/mistress will be informed. The student will be able to pick up the phone at 3.50pm by asking a member of staff at the staff room.
- For a second offence, the sanction will be as above, but on this occasion the Housemaster will get in touch with parents to advise them that a subsequent failure to adhere to the rules is likely to result in the student being sanctioned more seriously.
- For a third offence, a School Lunchtime Detention will be given and parents will be informed. The student may be banned from bringing their phone into school for a designated period.

Additional Information

- Mobile phones are the responsibility of the pupils who own them. The school cannot be responsible for loss or damage to mobile phones.
- Mobile phones (or any web-enabled devices such as smart watches) are never to be brought into an examination room, even if switched off. Examination boards will disqualify candidates for breaking this rule.
- If a pupil is feeling ill, they must go to the School's Health Centre before phoning home. In the case of the Prep School, pupils who feel ill will already be in the care of a teacher or Matron who will contact parents.
- No pupil should ever use their phone (or any other device) to video, photograph or record another pupil or member of staff without their permission (or the permission of a supervising teacher).
- Making abusive calls or sending abusive messages or images is a criminal offence. Permission is required to take, store and distribute photographs. The school may take police advice in such matters. Please refer to the school policy on ICT and Procedures to Counteract Cyberbullying.



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Staff Guidelines for Confiscation of a Mobile Phone (for Senior School staff):

1. The mobile must be **switched off** and then placed in an envelope (labelled envelopes can be found in **Locker 'xx'**). The following details must be written clearly on the envelope:

Pupil's Name:

Tutor Group:

Housemaster/Mistress (*please also log on Class Charts*):

Condition of phone (note if damaged):

Date and time confiscated:

Member of Staff:

2. The phone is then placed **carefully** in the safe in **Locker 'xx'**. The code for the safe is **xxxx*** (3x wrongly inputted and an alarm goes off, so note down the code!)

Instructions for using the safe (*instructions will also be on the locker door*):

- **To open:** Press '**ENTER**' Key, followed by **the code**, followed by the '**key**' symbol
- **To close:** Hold door shut, press '**ENTER**' followed by the **key symbol**.

3. **Fill in the sign in/ sign out book found in Locker 'xx*'**.
4. **Make sure you notify the relevant Tutor / Day HoM (and Boarding) HoP by logging on Class Charts.**
5. **Any member of staff can return a phone to the student after 3.50pm. Please make sure that you log that the phone has been returned by filling in the sign out book found in Locker 'xx'.**
6. **There is a manual override key stored in the key safe by the staff room telephone (code ****). Please only use if absolutely necessary and return after use.**