

# CHRIST'S HOSPITAL

## REWARDS AND SANCTIONS POLICY

### Aim

The aim of this policy is to set out the School's formal framework for rewarding good pupil behaviour or performance and sanctioning those whose behaviour or performance falls short of that expected. Christ's Hospital has a Team Around the Child (TAC) approach to welfare and this is reflected in this and other School policies.

### Context

The policy is set up in the context of our mission statement; the most relevant parts being:

- *to offer to boys and girls of suitable age an education of such breadth and excellence as will fit them pre-eminently for service in society and employment in their generation; and in particular to enable them to compete competently with their peers for opportunities in further education and careers. In doing so,*
- *to develop first the skills, learning habits, independence of mind and spiritual awareness that will enable and motivate them to continue to educate themselves throughout their lives; and second, a high sense of responsibility towards themselves, their families, their associates and to society at large, such as to form a permanent foundation of their training and character;*

### Introduction

It is important that we engender a culture of reward and praise rather than one of sanction. Constant and consistent informal verbal praise creates an atmosphere of self-worth and a feeling among the pupil body that their efforts are being noticed and actively acknowledged. Both staff and senior pupils are role models and as such need to behave in a way that is professional, courteous, humble and respectful: all young people look up to those in positions of responsibility and thus there is a clear obligation to put reward before sanction.

The backbone of the School is the positive and mutually trusting relationship between pupils and staff. Therefore, members of staff are encouraged to deal with positive and negative situations as and when they arise, and in a fair and reasoned manner. Classroom issues are best dealt with in the classroom and house issues dealt within the boarding house.

However, all members of staff should keep in constant contact with houseparents, Heads of Year and tutors, to communicate ways in which individual pupils can be encouraged to realise their full potential in all walks of School life. The Cause for Concern (C4C) system on PASS should be used to record concerns, either academic or pastoral and as a means of sharing information with relevant people. *For more information on C4C, please see Annex A*

Nevertheless, in spite of our best efforts, serious situations can occur from time to time and it is important that all members of staff should feel confident both in the measures that they can use and in the support of the SLT, so that poor behaviour in any area of the School is not seen to be condoned and consistency is clearly applied.

## REWARDS

### Academic

#### **Commendations (02-LE)**

##### **Senior merit (UF-Gr)**

These awards are issued by any member of staff. They are given for good work but may be used to reward/encourage positive behaviour in any part of School life, such as in CCF, sport or any other activity.

- The value is undermined if they are given out too frequently – each teacher should aim to award approximately 5-10 a week.
- These awards must be entered on PASS.
- Pupils gaining 25 commendations, or 20 senior merits (UF, GE) or 15 senior merits (DG, Gr) qualify for a Head of Year award; this is presented at a year group assembly.

**The three pupils in each year who have received the most commendations/senior merits will be presented with a Head Teacher's award in assembly and have their names posted on the notice board by his office.**

#### **Attainment prizes**

These are subject based and presented in the relevant year group parents' evening by the Head Teacher. The following format for the juniors is:

- 02: no prizes at parents' evening in Michaelmas. Settling in, good routines etc. more important.
- 03: 10-15 prizes awarded for attitude to learning, attainment and endeavour.
- LE: 10-15 prizes awarded for attitude to learning, attainment and endeavour.

#### **Academic progress awards**

These are presented annually in a Head of Year assembly. They celebrate the effort put in by the pupils and are measured by progress.

- 02 – each houseparent nominates a pupil. *16 awarded, in a summer term assembly.*
- 03, LE, UF - progress between the end of year exams and the previous year. *10 each year group in a summer term assembly.*
- GE – progress between the UF exams and GE mocks. *10 awarded in a Lent term assembly.*
- DG – progress between the GCSEs, Dep hurdles and Dep exams. *10 awarded in a summer term assembly.*

Academic successes are also celebrated by the following means:

- Publishing exemplary work in various School publications
- Departmental certificates/praise postcards/class awards
- Displaying good work in classrooms and around campus
- End of term awards and annual subject prizes; the latter are for attainment and presented in the year group parents' evening
- Positive and constructive written reports at the end of term.

#### **Distinctions**

These are awarded for outstanding academic performance. Distinctions are rare, much prized and will be infrequently awarded. Teachers put forward their nominations to the Assistant Head (Academic) who will decide whether to take the award forward to the Head Teacher.

The pupil is then invited to meet with the Head Teacher to discuss the work and to be congratulated. A list of those awarded distinctions is to be displayed on the board outside the Head Teacher's office.

Second form pupils receive special rewards at the end of each half term grade period to reflect academic effort; these include stickers. The best overall house for commendations receives the Avenell Plate (girls) and Moyna Gilbertson cup (boys) at each end of term Head Teacher's assembly.

Academic successes are also celebrated by the following means:

- Publishing exemplary work in various School publications
- Departmental certificates/praise postcards/class awards
- Displaying good work in classrooms and around campus
- Announcements in assemblies
- Positive and constructive written reports at the end of term.

### **Other rewards**

In addition, each boarding house has its own informal system of rewards to reinforce good behaviour. These include:

- 'Star of the Week' certificates
- Praise and reward slips
- Trips out
- Tuck treats awarded at Roll Call.

These rewards are kept very much within the house but are much sought after by pupils and reflect good citizenship and positive contributions to house life.

## **SANCTIONS**

Christ's Hospital does not practise or condone corporal punishment in any shape or form.

Restorative principles are at the core of the School's sanction policy as it is important for pupils to understand the consequences of their actions and their effects on other people. Restorative approaches can be applied at a house or School level, with the onus on the pupil to reflect on what they have done, why they have done it and what they need to do to remedy the situation. House sanctions are to be kept separate from School sanctions.

There are three main areas of sanction: **behavioural, academic and major**.

### **Behavioural sanctions**

#### House

Although there should, of course, be consistency across the houses, there will inevitably be differences in the way individuals view behaviour, due to the range of personalities involved and the context of the situation. When appropriate, the restorative approach is followed in the first instance, and thus a conversation and period of reflection is often more appropriate than any punitive sanction. House sanctions include earlier breakfast sign ins, gating to house, revoking of Horsham Pass, being placed on a House Card, extra tidying up etc.

A houseparent will often collaborate with the Head of Year to address a behavioural matter, as they are objective and impartial to the situation and it allows the house parent to maintain a positive relationship with the pupils involved.

#### School

All transgressions should be recorded on the C4C system on PASS (see Annex A) so a full picture across a range of contexts can be seen. A weekly meeting between the Deputy Head and the Heads

of Year is used to discuss those who have been raised using the C4C system and a plan of action is decided.

Other School-wide sanctions at this level are:

Senior Broader Curricular Detention: this is given when a pupil misses, or is significantly late for, an active. A record of this is made on PASS and is discussed in the weekly HoY meeting. The sanction for missing an active is to report to the Deputy Head on duty in their office at 9.15am on a Sunday. If there are 3 BCDTs given in a term, a letter is sent home from the Assistant Head (Broader-Curriculum).

Junior Broader Curricular Detention: this is given when a pupil misses, or is significantly late for, an active. A record of this is made on PASS and is discussed in the weekly HoY meeting. The pupil reports to the Deputy Head and Monitor on duty on Sunday morning at 11.30 to explain the reason for the absence. The pupil then does jobs around the campus under the supervision of the Monitor. A record is kept and if there are 3 BCDTs given in a term, a letter is sent home.

Day pupils, senior and junior, have their BCDTs on a Monday morning at 07.30 with the Deputy Head on duty.

Head of Year detention: these are for missing Chapel, Head Teacher's assembly or a medical/dental appointment; repeated poor dress; or having three lates in a set time period. They will occur at the convenience of the Head of Year and include a Saturday gating.

Positive Behaviour Management (PBM): this is a process and not a 'one size fits all' model. These occur on Saturday night by arrangement with the Head of Year, and will involve conversation and reflection within a restorative framework. Pupils may also have a Saturday gating at the discretion of the Head of Year and house parent.

### Online safety

Any hurtful comments or inappropriate pictures posted on any social media forum will be treated very seriously. It is treated as bullying and those involved will see the Head of Year, and in extreme cases, the Deputy Head. Social media privileges will be withdrawn for a period of time and a meeting with parents may be sought.

## **Academic**

Most issues that arise in an academic situation must be dealt with by the classroom teacher. Staff are encouraged to use the C4C system on PASS so trends across subjects can be identified, but the onus is on the individual classroom teacher to manage his/her own classroom setting. However, the teacher must also know that there is a clear line of support available to assist. The HoDs have ownership of the academic sanction process, with the Assistant Head (Academic) in full support. The houseparents may use a House Support card if they feel that will help focus that particular pupil, but these are to be used at their discretion.

Level one - individual teacher: situation dealt with by the teacher. This can involve extra work set, work redone, a separate individual pupil appointment. Whole class sanctions should not be used.

All academic staff must use the C4C system so a wider picture can be seen.

- Late to lessons – lateness will be recorded on 3sys. Data is recorded on the daily RC for house parents to follow up.
- Persistent lateness (three late entries) to lessons; this is a behavioural issue and thus C4C. This will be automatically generated in PASS.
- Late work – this must not be accepted without being signed by the house parent. Unless stated otherwise by the teacher, the work is expected to be submitted to the house parent/tutor the

evening that the level one was entered. This must be entered on PASS. If the work is still not produced, then level 2=two.

Imposition Paper: this is used as a way to improve the quality of work. Work is redone on an Imposition Paper (or whatever format is decided by the teacher), signed by the houseparent, and then presented to the teacher in the next lesson. This means three conversations are had about the issue, the pupil improves his/her work and the individual teacher owns the situation. It is used for incomplete or poor work. The Imposition Paper should be put in the house pigeonhole before 6.00pm and the event recorded on PASS.

Level two - Head of Department support. This is a staged process:

- meeting with pupil to agree targets
- HoD report card
- departmental detention
- all of the above recorded on PASS

Level three – academic detention. This is from 4.00-6.00pm every Sunday afternoon and staffed on a rota basis. If this is given, the HoD communicates this to the parents.

Level four –Assistant Head (Academic). This is a formal process involving specific subject staff, parents and the use of an academic report card. When problems persist, an Academic Contract may be required, to demonstrate the seriousness of the situation to the pupil and engage with parents.

## **Major Sanctions**

### **Suspension**

A decision to suspend a pupil can be taken only by the Head Teacher or the Deputy Heads. If the pupil is suspended by one of the Deputy Heads, the Head Teacher will sign the suspension form.

The period of suspension is set at a minimum of 48 hours, but can be up to a maximum of one week for more serious indiscipline, repeated instances of indiscipline following a first suspension, or for operational reasons (for example if the suspension takes place very close to the end of a session. The period of suspension may be longer than one week if the pupil's place at the School needs to be considered. If a pupil is suspended from School they will be excluded from any and all School activities for the duration of that suspension regardless of whether these occur in holiday time or term time. If suspension subsequently proves ineffective, the School may be forced to exclude the student or to require him/her to leave the School under the procedure described below.

When the decision to suspend has been taken, the Deputy Head will communicate this decision and the reasons for it to the parents/guardians of the pupil(s). A time for collection from School will be set as soon after the decision as possible and the length of the suspension will be communicated. A suspension form will be circulated to the SLT and relevant staff, a pink form placed on the CR board and a letter sent home to put into writing the earlier telephone conversation.

If the pupil cannot be collected by his/her parent(s), he/she may be sent home by train provided that:

- the parent/guardian has agreed to this;
- the pupil is deemed safe to do so;
- the pupil is deemed sufficiently mature to travel alone;
- the house parent or School Marshal takes the pupil to the station and ensures that he/she gets on the correct train; and
- the parent/guardian has agreed to contact the houseparent when their child has reached home.

While the pupil is still on the School site he/she will be closely supervised and gated to house until they leave.

Notes and records of all aspects of an investigation must be kept, and formal communication to parents of the matter and its consequence will be placed on house files with copies for the School central file.

The Deputy Head responsible will see the pupil, and where possible his or her parents, upon return, to reinforce the message about behavioural expectations. The Deputy Head will decide whether to issue a Red Card, if appropriate. This will facilitate closer supervision of the pupil for a week, with a follow-up meeting if necessary.

For a more serious offence, the Deputy Head will meet with the parents and pupil on return and place the pupil on a Deputy Head Behavioural Agreement. This is signed by all parties after a discussion. This makes both behavioural expectations very clear and that the next step would be a Head Teacher's contract. The review period for this contract would be six months, although that can change depending on the individual circumstance.

Head Teacher's Contract. This is signed by all parties after a meeting with the Head Teacher. This sets out the School's concerns and expectations and is, in effect, a final warning for the pupil. Subsequent failure to meet the terms of that contract may lead to the pupil's exclusion.

In exceptional cases, a pupil may have to serve a suspension within the School due to family or other circumstances at home. In this event, the following measures are taken:

- at 7.30 each morning, the pupil will check in with the SLT member on duty in the Dining Hall.
- meals will be eaten with the member of staff on duty/houseparent or matron as appropriate.
- during the working day, the pupil will attend lessons and activities as usual but behaviour will be closely monitored and recorded by means of the Suspension Card.
- at break, the pupil will check in with the Deputy Head overseeing the suspension at the School Office.
- the pupil will be required to base themselves and sleep in the Medical Centre and not the house.

During the period of suspension the pupil will:

- wear Housey at all times during the day
- lose all privileges (Horsham pass, pocket money etc.)
- hand in mobile phone

## **Expulsion**

Permanent exclusion of a pupil from Christ's Hospital may take two forms as per the terms of the Parental Agreement contract with the School (Paras 70 – 77):

- a pupil is withdrawn by his or her parent(s) at the Head Teacher's request; or
- the pupil is formally removed or expelled.

Whenever possible, parents will be given the option to withdraw their child before he or she is formally expelled. This means that their file does not record their leaving as an expulsion and that in due course, he/she will be eligible for membership of the alumni association (CHOPA). It should be noted however that agreeing to withdraw a child might compromise a parent's right to appeal.

In rare cases of serious misconduct, a pupil will simply be removed or expelled and this will be recorded on their file. In this case, parents do have a contractual right to appeal against the expulsion according to the terms set out in the formal admissions contract with the School.

Pupils may be permanently excluded from Christ's Hospital for either a single incident of such magnitude that it becomes impossible for them to remain at the School, or for an escalating series of less serious misdemeanours, poor attitude, rudeness to staff or repeated failure to meet the School's

academic expectations. In the latter case, parents will be fully informed at each stage and, if not already implemented, the pupil will be placed on a Head Teacher's Contract, (see above)

Exclusion can come about as a result of:

- bullying or physical assault;
- persistent or serious theft;
- serious damage to property or vandalism;
- drug-related offences (e.g. supplying drugs, whether or not for payment, possession or use of Class A drugs, failing a drugs test after being placed on the drug testing programme);
- sexual activity with other pupils;
- persistent misbehaviour or failure to meet the School's academic expectations.
- fraudulent use of the internet and the breaking of the Acceptable Use policy.

The School sees exclusion very much as a last resort and will make every possible effort to resolve the situation in other ways before invoking the ultimate sanction.

A decision to permanently exclude a pupil may only be taken by the Head Teacher in consultation with the Chair/Treasurer of the Council. It is a last resort after all other sanctions have failed.

Parents' attention is also brought to our Complaints Policy and their contract with the School.

It is the policy of Christ's Hospital to keep all our pupil sanctions records securely. There are exceptional circumstances in which the School is obliged to disclose records of sanctions to third parties, for example, when detail of the record must be declared in a reference for an application to another school.

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## Annex A

### **POSITIVE BEHAVIOUR MANAGEMENT**

1. The broad aims of the CH 'PBM' system are:

- to adopt a 'Team Around the Child', supportive approach to pupil behaviour and well-being and to facilitate early intervention and pro-activity by the School when pupils are behaving in a way that causes concern.
- to encourage pupils to live up to the 'Community Charter'; that is treating others with respect as they would wish to be treated themselves;
- to aid a process of reflection about pupils' own attitudes and behaviour;
- to result in a positive and lasting change of individual behaviour to the benefit of themselves and others and
- to facilitate joined-up thinking, which connects behavioural issues to wider and deeper problems that the student might be experiencing.

2. The PBM system is bespoke: the consequences of a pupil's poor behaviour will be determined by the nature of the misdemeanour and the pattern of that individual pupil's behaviour to date. The hope is that by identifying issues early, we can, where possible, avoid crisis situations developing later and offer a response that suits the wider context of the pupil's life.

#### **How will pupils be identified for PBM?**

3. A teacher will raise a 'Cause for Concern' in the PASS system, summarising the nature of the concern (academic underperformance, rudeness, punctuality etc.) any action they have taken, and whether they feel that there needs to be follow up action from the Pastoral Team.

4. The Pastoral team is the Deputy Head, Heads of Year and the Head of TLS.

5. Any pupil who then appears on the concern list either for a standout reason (e.g. a one off example of unacceptable behaviour) or through a series of low level concerns raised by several different staff, will be seen by the appropriate HoY. The specific nature of the follow-up action is determined collectively by the team in a meeting each Friday afternoon and relevant staff will be informed of the action to be taken (HP, HoD, Tutor, Head of Year, reporting staff member etc.).

6. In all cases, the pupil will be expected to see a PBM staff member for a discussion over the weekend and will be expected to spend time reflecting on what has gone wrong and how the situation might be resolved. In the case of on-going concerns, parents will be informed and involved.

7. The PBM will involve the following sequence:

- discussion with the HoY
- the pupil will then write a reflective essay on what he/she has learnt from the incident and the steps that they will take to ensure that the behaviour is not repeated. This will be written in an adjacent classroom (not in house) and handed to the HoY. The essay will be then shared with the Deputy Head and HsM.

8. This system is individualised and consequences will reflect behaviour. Staff are urged to air any low level concerns at this stage, as an accumulation of these could be an indication of a much wider problem.

9. No behaviour management system is ever going to be flawless but it is hoped that with a strong emphasis on feedback, reflection and follow up, and with the 'Team Around the Child' philosophy at its core, through the C4C and PBM systems, we will bring about positive behaviour change.