

CHRIST'S HOSPITAL

STUDENT REWARDS AND SANCTIONS POLICY

Aim

This policy sets out the school's formal framework for rewarding good student behaviour or performance and sanctioning those whose behaviour or performance falls short of the standards expected.

Introduction

It is important to engender a culture of reward and praise rather than one of sanction. Frequent and consistent informal verbal affirmation creates an atmosphere of self-worth and a feeling among the student body that their efforts are being noticed and actively acknowledged.

The backbone of the school is the positive and mutually trusting relationship between students and staff. Therefore, members of staff are encouraged to deal with 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 within the boarding house.

Staff use the Cause for Concern (C4C) system on PASS 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*

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 addressed consistently.

REWARDS

Academic

Commendations (02-LE) and senior merits (UF-GR) are mainly awarded by staff for good work, and also to reward positive behaviour in any part of school life, such as in CCF, sport or other activity.

- Each teacher should aim to award approximately 5 to 10 each week.
- These awards must be entered on PASS.
- Students 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 students 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, from the Third Form onwards, by the Head Teacher.

Academic progress awards

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

- 02 – each house parent nominates a student. *16 awarded, in a summer term assembly.*
- 03, LE, UF - progress since the previous end-of-year exams. *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/affirmation postcards/class awards;
- displaying good work in classrooms and around the school site;
- 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 student is then invited to meet with the Head Teacher to discuss the work and to be congratulated. A list of those awarded distinctions is displayed on the board outside the Head Teacher's office.

Second Form students 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.

Other rewards

Each boarding house has its own informal system of rewards to acknowledge good behaviour and positive contributions to house life. These include:

- 'star of the Week' certificates;
- praise and reward slips;
- trips out;
- tuck treats awarded at Roll Call.

SANCTIONS

Christ's Hospital does not practise or condone corporal punishment of any kind.

Restorative principles are at the core of the school's sanction policy as it is important for students 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 student 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 and Head of Year

House parents address minor instances of poor behaviour in house or in public areas of the school, including missing a medical/dental appointment, repeated poor dress or persistent lateness, as consistently as possible. When appropriate, a restorative approach is followed in the first instance, as a conversation and period of reflection can be more effective than a punitive sanction. However, understanding that actions have consequences, in the form of low-level sanctions, is an essential part of helping young people learn to take responsibility for their actions.

House sanctions include earlier breakfast sign-ins, gating to house, revoking of Horsham Pass, being placed on a House Card or extra tidying up ('trades').

Where appropriate, a house parent will collaborate with the Head of Year/Assistant Head of Year to address a behavioural matter, who may arrange a separate conversation with an individual student or group to address concerns, informing parents by letter where necessary.

School

Staff will record concerns about behaviour on the C4C system on PASS (see Annex A) so a full picture across a range of contexts can be seen. C4C entries are reviewed daily by the house parent of the students concerned and by the Heads of Year, so that prompt interventions can take place.

School-wide sanctions are:

Senior Broader Curricular Detention: this is given when a student misses, or is significantly late for, an active. A record of this is made on PASS. 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 three BCDTs are given in a term, a letter is sent home from the Assistant Head (Curriculum Development).

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

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

Saturday Evening Detention: this is a significant sanction, one step below a suspension. It is given for instances of truancy from lessons, assemblies and Chapel, and for instances of poor behaviour that are serious, but do not warrant suspension. The decision to place a student in Saturday evening detention will be taken by the Head of Year in consultation with a Deputy Head. Students who receive a Saturday evening detention will, in some circumstances, be informed that a repeat of the behaviour is likely to result in suspension.

Saturday evening detentions are held in separate classrooms for juniors and for seniors, are supervised by the Head of Year and last approximately 90 minutes. Students will complete a reading/writing task in silence and be gated to house for the rest of the evening. Parents will be informed of the detention in a letter from the Head of Year.

Academic

Most issues that arise in an academic situation will 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 their own classroom setting. However, the teacher must also know that there is a clear line of support available. Academic Heads of Department have ownership of the academic sanction process, with the Assistant Head (Academic) in support. House parents may implement a House Support Card to help a student improve their focus.

Level 1 - individual teacher: situation dealt with by the teacher. This can involve extra work set, work redone, or a conversation with a student outside lesson time. 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 – teachers record lateness when completing their registers on PASS. Data is recorded on the daily RC for house parents to follow up.
- Persistent lateness; entered as a C4C.
- Late work – teachers record incidences of late work on PASS, for follow-up by house staff so that the work is completed that evening, or by a deadline stated by the teacher. If the work is still not produced, the teacher will enter a 'level 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 house parent, and then presented to the teacher in the next lesson. This means three conversations are had about the issue, the student improves their 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 2 - Head of Department support. When a student has not completed work following a level 1 entry, the teacher will enter a level 2 and the Head of Department will arrange a meeting or departmental detention as appropriate, so that the work can be completed.

Level 3 – academic detention. If a student has not completed a piece of work following a level 2 intervention, the teacher will enter a level 3 and the student will attend a central academic detention from 4.00 to 6.00pm on Sunday, supervised by a member of staff on school Duty.

Level 4 –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 student and engage with parents.

Major sanctions

Suspension

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

Behaviours that result in suspension include: drinking, or being in possession of, alcohol at school; taking, or being in possession of, drugs at school; stealing; vandalism; deliberate violence of any kind; serious acts of recklessness likely to result in harm to others; bullying or serious acts of deliberate harm, harassment, discrimination or unkindness, whether physical or emotional, including online; vigilantism; participation in any kind of 'initiation ceremony' or so-called 'rite of passage'; going out of bounds; repeated deliberate disruption of lessons or

other activities; serious rudeness towards or verbal abuse of staff; fraudulent or malicious behaviour online; deliberate flouting of COVID or other safety measures. This list is not exhaustive.

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 student's place at the school needs to be considered by the Head Teacher. If a student 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 them to leave the school under the procedure described below.

When the decision to suspend has been taken, the Deputy Head or house parent will communicate this decision and the reasons for it to the parents/guardians of the student(s) by telephone. 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 distributed 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 student cannot be collected by their parent(s), they may be sent home by train provided that:

- the parent/guardian has agreed to this;
- the student is deemed sufficiently mature to travel alone;
- the house parent or School Marshal takes the student to the station and ensures that they get on the correct train; and
- the parent/guardian has agreed to contact the house parent when their child has reached home.

While the student is still on the school site they will be closely supervised and gated to house until they leave.

Formal communication to parents of the matter and its consequence will be placed on house files, with copies for the school central file.

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

For a more serious offence, the Deputy Head may meet with the parents and student on return and place the student on a Deputy Head Behavioural Agreement. This is signed by all parties after a discussion. This makes behavioural expectations very clear and confirms that the next step would be a Head Teacher's contract. The review period for this contract would be six months, although this 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 student. Subsequent failure to meet the terms of this contract may lead to the student's exclusion.

In exceptional cases, a student may have to serve a suspension within the school due to family or other circumstances at home. In this event, any or all of the following measures may be taken, as deemed appropriate to the circumstances:

- at 7.30 each morning, the student will check in with the SLT member on duty in Dining Hall.
- meals will be eaten with the member of staff on duty/house parent or matron as appropriate.
- during the working day, the student will study independently, with behaviour closely monitored and recorded by means of a Red Card.
- at break, the student will check in with the Deputy Head overseeing the suspension at the School Office.

During the period of suspension the student may also be required to:

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

Permanent exclusion

Permanent exclusion of a student from Christ's Hospital may take two forms as per the terms of the Parental Agreement contract with the school (Paras 75 – 78):

- a student is withdrawn by his or her parent(s) at the Head Teacher's request; or
- the student 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. It should be noted however that agreeing to withdraw a child might compromise a parent's right to request a review of the Head Teacher's decision.

In rare cases of serious misconduct, a student will simply be removed or expelled and this will be recorded on their file. In this case, parents have a contractual right to request a review of the Head Teacher's decision to expel or require the removal of a student according to the terms set out in their contract with the school.

Students 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.

Exclusion can come about as a result of:

- serious bullying (including online) 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 students;
- 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 student may only be taken by the Head Teacher in consultation with the Treasurer, who is Chair of the Council of Christ's Hospital, the school's governing body.

Parents' attention is also brought to the school's Complaints Policy and to the parental contract with the school.

Confidentiality

It is the policy of Christ's Hospital to keep all our student sanctions records confidential to the school. Student files are not forwarded to universities or to other schools. However, there are exceptional circumstances in which the school is obliged to disclose records of sanctions to third parties, for example, when detail from the record must be declared in a reference for an application to another school.

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