

# SOUTHFIELD SCHOOL

## BEHAVIOUR, REWARDS AND SANCTIONS POLICY

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## 1. PURPOSE OF POLICY

The purpose of this policy is to provide staff, volunteers, parents and students with guidelines on what they should do and what procedures are in place regarding behaviour, rewards and sanctions.

This policy applies to all permanent staff, in addition to supply staff, volunteers or anyone working or volunteering on behalf of this school.

**Southfield is committed to the philosophy that excellent behaviour is essential to establish an environment in which all students are to achieve their full potential and gain the appropriate qualifications and skills to equip them for their future. We aim to achieve excellent student behaviour by providing support for students and parents and having effective procedures and processes in place for monitoring and intervention which address behaviour issues.**

## 2. AIMS AND GENERAL PRINCIPLES

All students should be encouraged to have respect for themselves, for their peers and for adults. Self-respect and a high self-esteem foster respect for others and positive efforts are needed to encourage them.

Self-discipline and student awareness of individual responsibilities must be encouraged. Violence, including verbal violence, cannot be tolerated. The school holds clear expectations in these matters, and the school community should disapprove of any misbehaviour.

The provision of good educational opportunities in a safe, secure and happy environment for students is a matter of paramount importance. A clear understanding of the characteristics that go towards the school's ethos (e.g. honesty, trust, fairness, respect, politeness, tolerance and compassion) can be delivered by ensuring:-

- an appropriate curriculum
- simple, clear school rules including the student "Behaviour for Learning" rules (Appendix 1)
- consistent use of rewards and sanctions
- staff role models

The school has a significant responsibility to the individual student, even to those who find great difficulty in conforming to normally accepted behavioural expectations, but the needs of the majority may well take precedence over those of an individual.

Persistent poor behaviour is often the result of some underlying problem. Efforts will be made to identify these problems and take appropriate courses of action.

Early discussion with the parents of the persistently offending student is essential. The partnership between school and home is vital in all matters, positive and negative. Those individuals who do not improve their behaviour in school may be referred to the special

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education support services e.g. Educational Entitlement, Educational Psychologist, Social Services, as appropriate.

Problems with a student's behaviour should be addressed with a combination of the identification and the eradication of the cause of unacceptable conduct. Inappropriate behaviour will be met with appropriate sanctions, which should be given out quickly, firmly, fairly and in proportion to the offence/s committed (see Section 4 – Procedures and Processes).

Good behaviour must be rewarded. Rewards can be more effective than sanctions in promoting student achievement (See Section 4 – Procedures and Processes).

The expectation that children should have a proper respect for authority places a heavy responsibility on those in authority both to exercise it fairly and to respect students and their views in return. Fairness and consistency of treatment in dealing with students is therefore essential.

In extreme circumstances it might be necessary for staff to use reasonable force. Guidance on this comes from Use of Reasonable Force in Schools (DfE, 2013).

Members of the Governing Body will refer to this policy when considering cases of student exclusions and any appeals.

### 3. ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for behaviour, rewards and sanctions.

The Deputy Head is the designated teacher responsible for oversight of behaviour who will:

- ensure that all parents/carers, students, governors and teaching and non-teaching staff are fully aware of the policy and its contents
- ensure staff receive appropriate training
- ensure that the Headteacher, governors and the leadership team are kept fully up to date with key issues
- report to and liaise with the governors regarding behaviour, rewards and sanctions
- provide the appropriate support for staff
- oversee the monitoring and analysis of behaviour, rewards and sanction data
- have responsibility for implementing and reviewing this policy biannually.

It is the responsibility of all teaching and non-teaching staff to promote the value of good behaviour.

It is the responsibility of the form tutor to monitor the behaviour of her/his tutor group and support behavioural measures in place for members of her/his tutor group.

It is the responsibility of all members of staff, teaching and non-teaching, to familiarise themselves with the appropriate documentation on behaviour, rewards and sanctions outlined in this documentation.

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It is the role of all teaching staff to fairly and consistently apply the behaviour, rewards and sanctions outlined in this documentation.

The Student Progress Coordinator is responsible for oversight of all issues relating to behaviour in his/her year groups.

The Progress Leaders/Head of 6<sup>th</sup> Form are responsible for oversight of all issues relating to behaviour in her/his key stage, this role is supported by the Student Support Officer as directed.

## 4. PROCEDURES AND PROCESSES

### 4.1 REWARDS

Rewards can be more effective than sanctions in promoting student achievement, positive attitudes and high standards of behaviour. The most effective rewards are those given immediately and on the spot by teachers. Rewards include:-

- praise
- letters and postcards home
- granting of privileges e.g. attendance on school trips
- giving special responsibilities
- acknowledgement in reports to parents
- acknowledgement in planners
- acknowledgement in behavioural reports
- awarding of 'ePraise' house points and accolades (Appendix 5).

Good teachers can create an environment where motivation is positive, where students work hard and praise is common with sanctions appropriately used. As a school we recognise that it is important to acknowledge praiseworthy achievements and understand that rewards are more likely to be effective where:

- they are meaningful to the student and parents
- they are given without undue time delay
- they are perceived to be awarded fairly and consistently
- there are clear reasons why rewards are given.

Rewarding students for good behaviour, positive attitude and achievement is a very powerful tool for teachers to use. The use of rewards can serve to boost the student's self-image, increase motivation and promote positive behaviour thus reducing the use of disciplinary sanctions and in some cases rendering them unnecessary. It is important that all staff use the reward system consistently in order to praise genuine cases, thereby giving value to any rewards that are awarded.

#### **Praise**

This can be verbal or written. Praise can be given in front of the peer group in lessons or in front of the whole year or Key Stage during assemblies. This can be particularly useful where

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there are no obvious formal rewards. Faculty assessment policies encourage staff to comment on (praise) the areas in which the student did well within a piece of work or within a topic.

Southfield operates a house system in which all staff and students belong to one of six houses. Students can earn house points via an online system called ePraise. House points are awarded for one of four categories: achievement, approach to learning, attendance and participation.

## **Behaviour for Learning Cards**

Praise Card - House Points on the behaviour for learning cards in their house lanyard (Appendix 2) can be awarded by any member of staff (at their discretion) for reasons including, but not limited to: showing evidence of independence, initiative, integrity, tolerance, team work, determination, kindness, care, helpfulness, acts of good Citizenship or other positive social behaviours in and around the school site.

House points awarded in this fashion will be formalised by a sticker from the form tutor when lanyards/planners are checked each week. Tutors have the right to call into question any suspicious points on the card.

Warning Card – Students who achieve a ‘clear’ week without any warnings on their card receive a house point from their tutor. Students achieving a blank card for a whole term are entered into a prize draw (one per key stage) that is drawn during an assembly. There will be an additional prize draw at the end of the year for students achieving a clear year.

The house point trophy is awarded to the house with the most house points in the previous term, for which students in that house will receive a house mufti on an allocated day.

## **Display of Work**

Display of good pieces of work is a good motivational strategy. This is powerful when labelled with the name of the student.

## **Publication of Achievement**

Student successes are publicised in regular newsletters. Southfield also has strong links with local newspapers and regularly provides stories of achievement. Successes are also presented on the school’s website. Accolades for specific achievements can also be awarded via ePraise.

## **Positions of Responsibility**

Student’s positive qualities are recognised by their appointment to posts of responsibility, for example Form Reps, Team Southfield and School Council. Other students are appointed to posts of responsibility from within a number of curriculum areas – librarians, team captains, young leaders etc.

## **Curriculum Certificates and Postcards**

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Many curriculum areas recognise achievement within their subject specialism by presenting students with certificates or postcards.

## Annual and Progress Reports

Reports are used to praise individual student's achievements in addition to informing parents of academic progress and approach to learning. Reports are followed up with praise letters being sent home to parents where students have a consistently good or outstanding approach to learning (Appendix 3).

## Annual Celebration Events

Southfield hold annual celebration events, for each key stage. During these celebration events students are awarded for effort, achievement, behaviour and progress across the school, in addition to any other major achievements (e.g. Accelerated Reader achievements, sporting achievements, musical or artistic accomplishments). Other celebration events occur at different points in the year

## 4.2 SANCTIONS

Sanctions should be applied when necessary in a firm and fair way after careful thought and an appropriate investigation where applicable. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). However, punishment must be reasonable and proportionate to the incident. The school will take into account the student's age, any special educational needs and/or disability they may have, and any religious requirements affecting them. Reasonable adjustments will be made if deemed necessary after senior leadership consideration.

Sanctions could include:-

- reprimands
- loss of privileges
- completion of work
- break or lunchtime detention
- carrying out appropriate tasks
- confiscation of student's property
- afterschool detentions
- isolation of a student in the isolation room
- temporary/permanent exclusion

In order to manage poor behaviour effectively it is important that sanctions used:

- are fully explained to the student
- are as immediate as possible
- are seen as fair and are consistently applied by all
- provide an opportunity to put things right
- are related to behaviour expectations

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A return to appropriate behaviour will lead to a fresh start without prejudice unless a repeated incident.

Students who have had serious behavioural incidents or many lower level incidents may lose privileges, for instance not be allowed to go on school trips or attend the leaver's prom. This decision will be decided by Deputy Head in collaboration with Progress Leaders, Student Progress Coordinators or Heads of Faculty. Parents will be made aware of this decision. If a child is not allowed to participate in one school trip, it does not mean that they will miss out on all trips, especially if their behaviour significantly improves.

All forms of sanction require the teacher to fill in appropriate documentation; which may include entry of the information on to the school's SIMS database. Student Progress Coordinators and Progress Leaders will regularly monitor this data to ascertain which students require further intervention or support.

Behaviour for Learning expectations, both in the classroom and around the school, are clearly displayed in all classrooms and in prominent places (e.g. electronic displays) around the school (Appendix 1).

## **Actions and Consequences**

The table in Appendix 4 shows examples of the range of sanctions applied at Southfield.

## **Monitoring Behaviour Below Expectations**

Students are expected to wear their lanyard and behaviour for learning cards at all times whilst on school property, unless specifically instructed that they may be taken off by a member of staff. Students may be issued a warning on their cards by any member of teaching or non-teaching staff for any incidence that does not meet the school's Behaviour for Learning Rules and that does not require immediate or more serious sanction.

Students who gain a full behaviour for learning card (5 warnings) will automatically receive a compulsory afterschool detention. Where students forget their lanyard they must replace this with a temporary lanyard for that day: two consecutive days will result in automatic afterschool detention. Three days lost lanyard or refusal to wear the lanyard will result in a one day isolation. Students who 'lose' lanyards will be treated the same as for a forgotten lanyard unless replaced. Students are responsible for the cost of replacing lost lanyards. Procedures for notification of afterschool detentions and isolations are outlined below.

## **Detentions**

Students should always be encouraged to recognise the effects of unacceptable behaviour. The Education and Inspections Act 2006 Section 92, gives schools legal backing to detain students after a school session, on disciplinary grounds, without the consent of the parent. However, common sense must prevail and parents must be made aware that this sanction can, and will, be used, when appropriate.

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The school will give at least 24 hours written notice to the parent before the detention takes place. This notification says why and when the detention has been given, where and for how long the child will have to remain at school, so that parents have enough time to bring any relevant points to the school's attention, and to make any representation. Such representations should be considered carefully by staff. The school must consider whether suitable travel arrangements can be made by the parent for the student however the Government's Statutory Guidance on Behaviour and Discipline in Schools (July 2013) makes it clear that it does not matter if making these arrangements is inconvenient for the parent.

Southfield uses various levels of detentions, which are outlined below:

- break or lunch time detentions
- after school detentions

Students should report to the supervising member of staff and register on arrival prior to the detention start time, as issued during the notification of detention. Failure to comply with the expected behaviour during afterschool detention will result in students having to repeat the detention on an additional date. In extreme circumstances or repeated failure to comply with expected behaviour may result in further sanctions.

## Isolation

The school has adopted a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as an isolation room. As with all other disciplinary penalties, the school must act reasonably in all the circumstances when using such rooms. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

The school may decide how long a student should be kept in isolation, and for the staff members in charge to determine what students may and may not do during the time they are there.

The school should ensure that students are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Students will be given the opportunity to eat and use the toilet during pre-arranged times, consistent with the times allocated to other students in the school.

If a student is placed in isolation as a result of failure to comply with the Behaviour for Learning in Lessons rules (see Step 5 – Appendix 1), or where a Behaviour for Learning - General Rules (Appendix 1) infringement merits a period in isolation, placement in the isolation room will automatically result in an additional after-school detention.

Failure to comply with the rules of the isolation room (Appendix 3) will result in a repeated full day in isolation and additional after-school detention. In extreme circumstances or repeated failure to comply with the rules of the isolation room may result in exclusion.

## Use of Reports

Reports are primarily used as an intervention to encourage students to act in a more

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favourable manor. If a student is placed on any of the reports shown below, parents will be contacted and their support sought.

- Faculty Reports Cards are used within departments and are issued by the teacher and/or the Head of Department. Subject reports may be issued for lack of effort, behaviour problems or homework issues. The length they run is at the discretion of the department.
- Pastoral Report Cards are for use where a student's behaviour or approach to learning is poor or needs improvement in more than one subject area across the school. Any of the following staff can initiate a Progress Report; Personal Tutor, Student Support Officer, Student Progress Coordinator or Progress Leader. The Student Progress Coordinators/Progress Leader has an overview of the students in their year group or key stage and deal with students and have previously been on a tutor report. The Pastoral Report Card initially runs for 10 days. Students are required to see the initiating member of staff daily and the sanctions become greater and more frequent if poor behaviour is not rectified. At the end of the period the member of staff will decide upon further action, either passing the student onto the Student Progress Coordinator or Progress Leader, contacting the Deputy Head to start a leadership report or take the student off the report. Again the student and student's guardians will have to comment on their own progress.
- The Leadership Report is the final level of the report system. The leadership link (member of SLT assigned to the year group) will see the student daily and possibly at various stages throughout each school day. In conjunction with this report, the member of Leadership will possibly be seeking help from other agencies including the Inclusion Services. Parents will be encouraged to attend a meeting with the member of the Leadership Team to discuss the report.

## Misuse of Social Media

Isolation or exclusion, at the head's discretion depending on the nature of the misuse, will automatically follow in the case of a student or group of students who use any form of social media to make derogatory or defamatory comments about a member of staff or another student.

## Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from students:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully; and
- 2) Power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers

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- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item that is banned by the school, at the discretion of the Headteacher (this includes mobile phones).

The guidance provided in Searching, Screening and Confiscation in Schools (DfE, 2014) sets out what must be done with prohibited items found as a result of a search. Weapons and knives, drugs and extreme or child pornography must always be handed over to the Police, otherwise it is for the school to decide if or when to return, or how to dispose of a confiscated item.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and or to maintain good order and discipline in the classroom (Use of Reasonable Force, DfE, 2013).

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school reserves the right to identify any additional items not listed above, which may be searched for without consent. Force cannot be used to search for these items.

## Support

In some cases it may be necessary to involve outside agencies to help support a student with their behaviour. The Progress Leaders, SENCo, Student Support Officer and Deputy Head will liaise and decide on the best course of action and the relevant agencies that need to be involved.

The School may also choose to adapt a student's curriculum, however when making these decisions all professionals must take in to account the age, special educational needs, ability/disability and vulnerability of the young person.

## Parental Involvement

Parents are responsible for the following and therefore the school seeks a close parental partnership in:-

- ensuring regular/punctual school attendance of children in appropriate dress and with suitable equipment
- co-operating with the school on matters of discipline (parents will always be involved in discussion regarding matters of serious misbehaviour). This may include monitoring their child's use of the internet if cyber bullying is of concern, reinforcing the school's efforts at home, ensuring that homework is properly completed and encouraging school progress
- signing and adhering to the home school agreement
- monitoring and signing reports where appropriate

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Basic Behaviour for Learning rules are published annually to new parents as part of the transition process, they are in the student's school planner and are accessible via the schools website. Basic rules and sanctions are displayed in all classrooms (Appendix 1).

## 4.3 POLICY COVERAGE

The behaviour policy is not solely for use on school premises in school hours; it also covers students off-site in various situations. Section 89(5) of the Education and Inspections Act 2006 allows Headteachers to regulate the conduct of students at a time when they are not on the premises of the school and are not under the lawful control of a member of staff of the school, e.g. school trips, sports fixtures, work experience placements and school buses. This will be a matter of judgement for the Headteacher but if there is clear evidence of mis-behaviour or ill-discipline with individuals or amongst the student body as a whole then it can be considered to be a breach of school's Behaviour, Rewards and Sanctions Policy.

Since the launch of many social network sites, cyber bullying is on the increase. At Southfield we will not tolerate this form of bullying and so we will look to support the victim by applying sanctions in school. As part of our PSHE curriculum we include sessions with the local police to guide and advise the students of the dos and don'ts when using such websites. When dealing with this type of bullying we will contact parents where necessary to discuss ways forward.

## 4.4 USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student; and
- restrain a student at risk of harming themselves, or damaging property, through physical outbursts.

It is unlawful for schools to use force as a punishment.

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Reasonable adjustments will be made for SEN children and disabled children. The school does not require parental consent to use force on a student. In any circumstance, force would only be used as a very last resort.

### 4.5 ALLEGATIONS

The school takes allegations against staff very seriously. It is, however, important that staff are protected from malicious allegations. If a student knowingly makes a malicious and false allegation against a member of staff then the full range of discipline options will be available, including possible permanent exclusion for serious false and malicious allegations.

Disciplinary action will be dependent on the seriousness and nature of such an allegation. A serious false allegation would be one that could lead to the dismissal and/or criminal proceedings if it were to be true.

### Appendix 1

## Behaviour For Learning - General

### You should:

Be in the **right place**, at the **right time**.

Walk around the building **calmly and quietly**.

Have the **correct equipment** for each lesson.

Wear the **correct uniform** at all times.

Only use a **mobile phone before or after school, outside the school building**.

(Upper School – can be used in Tutor Rooms at break/lunch).

Only **eat food in the Dining Hall or outside** (Upper School – can eat in Tutor Rooms).

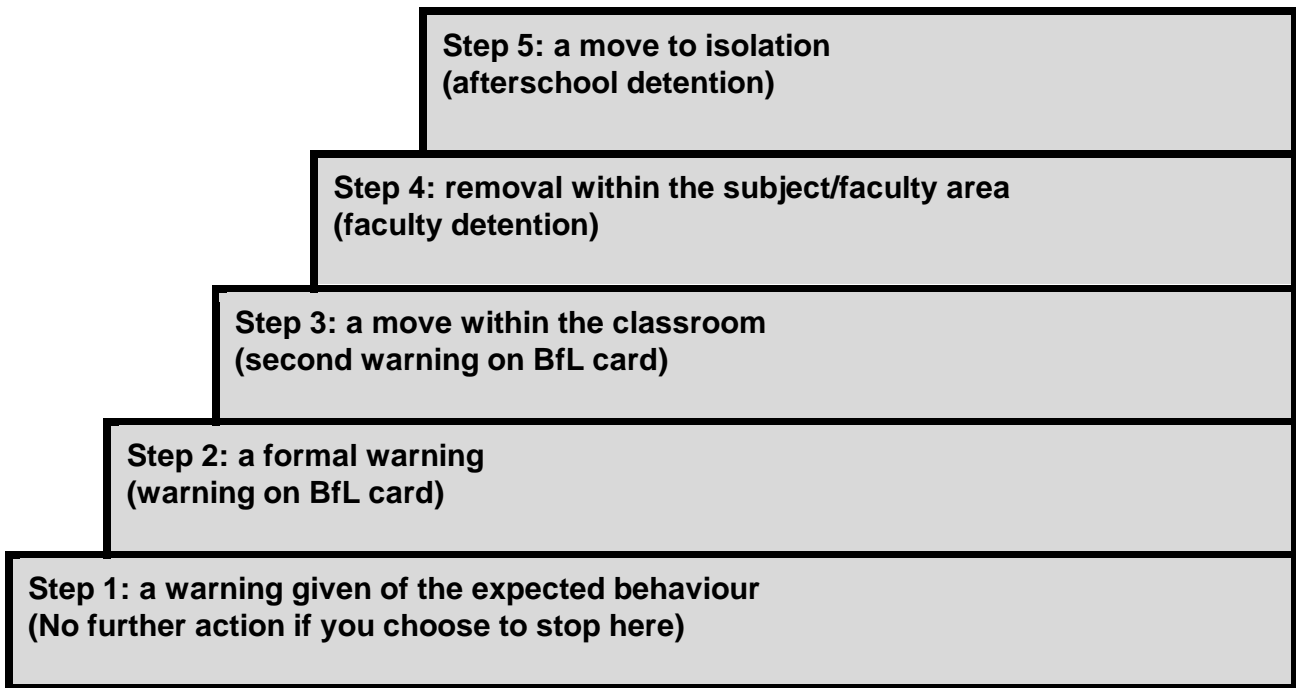
Be **courteous and respectful** towards others.

Treat your **environment with respect**.

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Appendix 1 (cont.)

## **Behaviour For Learning – in Lessons**


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## Appendix 2.

 Southfield School Challenge   Commitment   Choice	<b>Behaviour for Learning Reminders</b>	Name: _____ Tutor Group: _____ Term: _____	
	Date/Time	Staff	Reason
1			
2			
3			
4			
5			

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## Appendix 4.

### Actions and Consequences

Some examples of standard punishments at Southfield School

	Warning on Behaviour for Learning Card	Faculty Lunchtime Detention *	Pastoral Lunchtime Detention	After School Detention	Internal Exclusion	External Exclusion
Failure to comply with the Behaviour for Learning rules	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forgotten lanyard	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeatedly forgotten lanyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Lack of/poor quality homework	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Removal from a lesson	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of equipment	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorrect uniform	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorrect use of mobile phone **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating food in the wrong place and/or the wrong time	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dropping litter	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Lateness	✓	□	□	□	□	□
Persistent lateness	□	□	✓	✓	□	□
Bad language / abusive behaviour	✓	□	□	□	✓	✓
Extreme uniform & hairstyles' e.g. piercings / shaved styles, unnatural colours etc.	□	□	□	□	✓	□
Wearing jewellery	✓	□	□	□	□	□
Wearing make-up	✓	□	□	□	□	□
Possession of smoking materials /alcohol	□	□	□	□	✓	✓
Blatant rudeness to any member of staff / defiance	□	□	□	□	✓	✓
Fighting / aggressive behaviour	□	□	□	□	□	✓
Bullying including cyber bullying	□	□	□	✓	✓	✓
Racism	□	□	□	□	✓	✓
Deliberate vandalism	□	□	□	✓	✓	✓
Theft	□	□	□	□	✓	✓
Acts likely to endanger others (e.g. throwing objects)	□	□	□	✓	✓	✓
Failure to report to lunchtime detention	□	□	□	✓	□	□
Failure to report to after school detention	□	□	□	✓	✓	□

\* PE faculty detention may be during after school hours

\*\* Mobile phones will be confiscated - see Mobile Phone Policy

**The school treats each case individually, taking into account a wide range of other factors including past advice given and behaviour record. The above table gives the usual range of sanctions employed, but does not preclude a more severe or lenient sanction depending on the circumstances**

## Appendix 5.

# Rewards

### THE HOUSE SYSTEM

There are six houses, each named after inspiring people.

Bannister (blue)

Bonington (purple)

MacArthur (orange)

Radcliffe (yellow)

Redgrave (red)

Thompson (green)

### WHY HOUSE POINTS?

The aim of the house point system is to support positive attitudes towards learning, strengthen community and promote active citizenship. Students will be able to use their house points to purchase items from the house point shop and to make donations to charity.

### CRITERIA FOR AWARDING POINTS

House points should be awarded regularly to pupils in all key stages. Using EPraise, pupils will be able to keep a check on the number of points they have and will be made aware of the reasons they have been able to earn points. These are as follows:

#### Approach to Learning

Effort, independence, outstanding piece of work (content and presentation), contribution, PLTS

#### Achievement

Meeting/exceeding target level/grade

Making progress / reaching a milestone

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Improving CP and/or AtoL on progress report

## **Participation**

Sports teams, school competitions

Attend extracurricular clubs and activities (max 1 point per club, per week)

Helping at open evenings, supporting others

Contribution to wider life of the school/community incl House teams/Team Southfield and form group

## **Attendance**

Automatic reward for 100% attendance (1point every 2 weeks)

Improved attendance (reaching milestone targets)

House Points can be awarded by any member of staff (at their discretion) for reasons including, but not limited to: showing evidence of independence, initiative, integrity, tolerance, team work, determination, kindness, care, helpfulness, acts of good Citizenship or other positive social behaviours in and around the school site. Such house points will be awarded on the student's behaviour for learning reward card and this will be credited by the student's personal tutor when the card is checked in tutor times.

## **AWARDING POINTS**

Teachers can award points by giving pupils a house point sticker or by logging into E-Praise and adding the point to the pupil's account. Staff and pupils will always be prompted to select the reason why the point was given. This will enable heads of house, personal tutors and house captains to get an overview of how pupils are earning points and can be used to support whole-school focus weeks. Once they have collected points, pupils will be able to make purchases via the online shop. For sixth form students, staff should award house points online rather than issuing stickers. As with all other year groups, KS5 students will be allocated points for attendance automatically and will receive points for accolades such as 'Student of the Month'.

Date: September 2017	To be reviewed: Biennially	Next review date: September 2019
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