



**ST CATHERINE'S SCHOOL**  
**REWARDS AND SANCTIONS POLICY**  
(Senior School)

**Our Vision**

*To be a school that lives the Gospel values, promotes the dignity of every individual and is committed to excellence.*

**Mission Statement**

We are a Catholic School where every student, regardless of individual faith:

- is valued
- is a member of a thriving, happy community
- is inspired to achieve academic excellence
- is given a wide range of opportunities to develop her talents
- is prepared for the challenges of adult life
- is helped to understand and fulfil her responsibilities to self, family and society

**INTRODUCTORY STATEMENT**

It is the responsibility of all teaching staff to ensure that the school's policies and code of conduct are applied fairly and consistently, without regard to race, gender or seniority, and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

The St. Catherine's Rewards and Sanctions Policy rests on two key premises: responsibility and accountability. It is understood that all members of the school community have a *responsibility* to conduct themselves in accordance with the vision, mission and ethos of the school, and in line with the relevant Codes of Conduct. It is equally to be understood that any individual found failing in that responsibility will be held *accountable* for their actions. In line with the Behaviour Policy, it is also expected that students will take positive action when another student fails to comply with school rules and expectations, and will themselves be considered to have failed in their responsibilities to the school.

**SECTION 1: REWARDS**

**Aims**

It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential in terms of both their academic attainment and personal development.

As such, rewards should outnumber sanctions.

All available methods can be used to encourage every pupil to work to her best ability across the curriculum, in her extra-curricular activities and in her contributions to the wider life of the school.

Specifically this may include, but is not limited to, the following aims:

- To reward a consistently good effort or outstanding piece of work
- To raise academic standards in the school by conspicuously valuing outstanding effort and achievement
- To encourage every pupil to participate (to her best ability) in and contribute to extracurricular

activities

- To reward a consistently good effort or outstanding contribution to the extracurricular life of the school.
- To enhance the pastoral and extracurricular life of the school and service to the community by conspicuously valuing outstanding effort and achievement

### **Recognition of relativity**

When deciding whether and how to reward a student, staff are to remain mindful of that student's individual circumstances. Praise for effort is equally impactful for an individual as praise for attainment; indeed, some research would suggest it is more so. For example, a student for whom organization is a particular challenge might benefit from additional praise in a way that would not be necessary for another student.

While exemplars are given below, it is up to the teacher's professional judgement to decide what format of reward is most appropriate in the circumstances.

### **Available formats**

1. Verbal and Written Praise
2. Merit marks
3. Work put on display
4. Departmental postcard to parents
5. Headmistress's commendation postcard to parents
6. Phone call to parents
7. High grades on reports
8. Comment made in the written report to parents
9. Headmistress's commendation
10. Certificates presented at Assembly
11. House Cup awarded at Prize Giving ceremony
12. Individual prizes awarded at Prize Giving ceremony

### **Implementation**

#### **Merits**

A Merit (maximum of one merit except for one-off events e.g. Science Quiz when the maximum is two) is awarded to an individual pupil for

- i. an outstanding major piece of work (equivalent to grade 1 on reports or equivalent in the context of SEND pupils or A\* or grades 8/9 at GCSE);
- ii consistently high attainment over a number of pieces of work;
- iii a strong contribution to House activities;
- iv outstanding achievements in extra-curricular, cultural or service activities (e.g. swimming gala, music competition);
- v a consistently good achievement in an activity over a period of time (min. half term);
- vi a significant contribution to the School community;
- vii significant progress made over a period of time in a subject or activity (e.g. significantly improved HW assignments on at least 3 consecutive occasions);
- viii a consistently high levels of effort over a period of time in a subject or activity.

These latter two categories are envisaged specifically to reward the pupil who would not normally be seen as academically strong or as strong in that activity e.g. not members of the 'A' team .

On receiving 25, 50 and 100 merits the pupil is then presented with a certificate at House assembly and tokens to indicate the number of House Points accrued to insert into the House Points Totaliser.

At the end of the year the House with the most points receives the House Cup at Prize Giving.

#### **a) Departmental Postcards**

Should a department wish to do so, they may commission and obtain their own commendation postcards to send home to parents. These may be used for:

- i. a particularly outstanding piece of work, in terms of either effort and/or attainment;
- ii. a particularly outstanding contribution to a classroom activity;
- iii. the achievement of a specific target, when that target could be considered exceptionally ambitious;
- iv. leadership of, or significant contributions to, a subject-based extra-curricular activity or event.

**b) Commendation by Headmistress**

**c) Postcard home from Headmistress**

## SECTION 2: SANCTIONS

### Aims

Students who fail to meet the standards set out in the Code of Conduct should be held accountable. The rules of the school are set out to ensure that all members of the school community enjoy a safe, happy and positive environment, and to facilitate good progress for all students in terms of their academic and personal development.

### Relativity and extenuating circumstances

Within lessons, staff are responsible for setting the standards of work and behaviour in their lessons and tutor sessions, and should deal with concerns relating to these. However, staff must remain mindful of the terms of the Code of Conduct, of whole-school expectations, and of any departmental codes of conduct, in order to ensure consistency in application. To this end, an appendix is attached to this policy containing examples of transgressions and the suggested sanctions.

For SEND students it may be appropriate for staff to select lower-level sanctions in the first instance, or to use those which best suit that student's communication and comprehension strengths.

For students in extenuating circumstances, such as those experiencing a family break up, it can be tempting to lower or forego a sanction. In some cases this may be appropriate. However, the structure and boundaries the school environment provides can be vital for that student's emotional stability during a time of upheaval. Equally, students experiencing distressing or disruptive events regularly express the desire to be 'treated as normal', as school is their escape from what is occurring outside. Therefore, staff should not shy away from implementing a sanction if required. If staff are in doubt about how to manage a student in extenuating circumstances, they should approach the relevant Form Tutor, Pastoral Head of Key Stage or Deputy Head for guidance.

### Available methods

1. Verbal warning or admonishment;
2. Written comment in exercise book.
3. Lower grades given for work;
4. Lower grades on grades sheets;
5. Restorative justice;
6. Order marks;
7. Community service task;
8. Official warning from Head or Deputy Head
9. Telephone call to parents;
10. Departmental Detentions;
11. Lunchtime Detention;
12. After-school Detention;
13. Extended After-school Detention;
14. Exclusion from class;
15. Fines
16. Suspension;
17. Expulsion.

**Note: lines are never to be used as a sanction or as a task during a detention.**

## **Implementation and Operation**

1. A telephone call home may be made by any member of staff, although it may be useful to have a conversation with the student's Form Tutor or Head of Year first. Staff should be mindful of making any such telephone calls in a place where they cannot be overheard by other students, and not to use any personal telephone number to do so.

### **2. Order Marks**

An order mark may be given for:

- Minor behavioural offences

Tutors monitor the award of Order Marks via the points count on Engage. When a pupil has received five Order Marks she receives an automatic School Detention. The parents should be informed, using the pre-prepared letter in the staff room if preferred, and the detention should be recorded on Engage as per the instructions below.

### **3. Restorative justice**

In some cases, the most appropriate sanction is for the student to demonstrate their accountability by apologising to those they have wronged. This requires students to reflect on the impact of their transgression and develops their ability to conduct themselves with self-awareness and respect for others. It is likely that this method will be mostly used for pastoral transgressions. Examples of restorative justice would include a Head of Year mediating a conversation between two students who have been unkind to each other, or a student being requested to apologise to a member of staff (either verbally or in writing, as is most appropriate). Should this method be considered most appropriate, it should be arranged by the member of staff concerned, in liaison with the relevant pastoral staff.

### **4. Community Service**

In some cases, the most appropriate sanction will be to ask the student to perform a task which contributes to the school community. For example, students who have left the area they have used in the Dining Hall in disarray may be asked to come back and clear up after themselves, or a Form who have left their locker area untidy may be asked to spend part of their lunchtime rectifying this. Requests such as this may be made by any member of staff. However, care must be given not to disrupt the student's learning and that tasks are undertaken in a way that does not humiliate the student.

### **5. Lunchtime Detention**

It takes place on a lunchtime supervised by the Deputy Head and will normally involve some form of community service e.g. litter picking or some other practical chore. Alternatively, Lunchtime Detentions may be set and supervised by individual members of staff, for example, to finish an incomplete homework assignment.

Pupils may postpone until the next Lunchtime Detention due to House/School commitments only with the agreement of the Deputy Head. Non-attendees will be given a School Detention by the Deputy Head.

### **6. Departmental Detention**

Departments may set up departmental detentions at their own discretion. Tasks performed during departmental detentions are the choice the Head of Department, but could include extension/consolidation work or community service within the department (e.g. labelling books).

### **7. Official warning from Head or Deputy Head**

For certain transgressions, the appropriate sanction will be a serious, formal warning from the Head or, on occasion or in her absence, the Deputy Head. This warning will be recorded and parents may be informed.

### **8. School Detention**

To take place on a Tuesday after school (4:00-5:00pm) supervised by the teacher on duty.

The teacher should ensure that the pupil and the parents are informed at least 24 hours in advance by means of a standard letter (copies kept by the Administrative Assistant) or via email.

(If a detention is issued on the Tuesday itself, the teacher who has issued the detention may phone the parents

on the day to notify them of the detention and get a verbal agreement. In this case the teacher should indicate this clearly on the detention record sheet and initial it.)

The teacher giving the detention should set his/her own work – sufficient to occupy the pupil for 1hr. Although the detention time should not be seen as an opportunity for the student to catch up on homework, some of the time may be used for this once they have completed the other tasks set by the teacher giving the detention.

Pupils who turn up late to the detention will automatically be given a second detention.

Pupils may not change the time without significant good reason, with the assent of their parents. If absent on the day of the detention the pupil is expected to attend the detention the following week.

Non-attendees will be chased up by the Deputy Head via Tutors and will serve an additional detention.

### **9. Extended School Detention**

These can only be issued by the Deputy Head/Director of Studies/Head of Year.

The Tutor is responsible for informing the Head of Year/Deputy Head if three detentions are received in a half-term.

They take place on Tuesday (alongside the normal school detention) from 4.00 p.m. to 5.30 p.m. and will be supervised by the teacher on duty. They take priority over any other event.

A standard letter home should be sent by the Head of Year/ Director of Studies/Deputy Head. Suitable work (of either an academic or practical nature) should be organised by the Head of Year/ Director of Studies/Deputy Head.

### **Note: Clashes between detentions and other activities**

If, as a result of incomplete/substandard/late/no homework, a pupil is asked to see the teacher at a time when the pupil has an extra-curricular activity, work takes priority. Pupils committed to play in an inter-school match or in a School Concert or School Play must fulfill this commitment if a replacement cannot be found.

### **10. Exclusion from Class**

It is only ever appropriate to exclude a pupil from your class if their behaviour is seriously damaging the discipline of the classroom and hindering the learning of other members of the class. On these occasions the pupil concerned should be sent immediately to either the Head of Department or Head of Year. They should have their work with them. **Pupils should never be left simply standing outside a room (or working outside a classroom).** A pupil excluded from a class will be given a School Detention automatically.

### **11. Fines**

A pupil may be fined a sum of money (maximum £50) if a pupil is caught smoking or in possession of cigarettes. Fines are imposed by the Deputy Head. In addition, the pupil is given an automatic Extended School Detention. This money will be sent to a charity such as Cancer Research. Repeated infringements will lead to suspension.

### **12. Suspensions**

Suspensions may be given by the Headmistress for either repeated acts of indiscipline or for a single serious breach of School Rules. A pupil suspended will be sent home for a specified period of time. A pupil given a 'Reverse Suspension' will be required to be at school at a time when she would normally be free to go home (e.g. over the weekend or in the holidays).

### **13. Expulsion**

A pupil may be expelled if the Headmistress is satisfied that the pupil's conduct (whether on or off the school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school.

### **Record-keeping**

Record-keeping of sanctions is important for the following reasons:

- i) It allows pastoral staff to monitor the students and identify any patterns emerging;
- ii) It removes the opportunity for consistent poor behaviour across a number of subjects going unnoticed;
- iii) It provides evidence should high-level sanctions be required, or should a parent question how the student is being managed by the school;
- iv) Significant out-of-character behaviour may indicate a safeguarding issue.

In some cases the record-keeping format of the sanction is indicated above.

For low-level sanctions (e.g. Community Service, Restorative Justice, significant verbal admonishment) a record should be made under the student's Daybook on Engage, under the 'Incidents' tab.

For higher-level sanctions (e.g. Detentions, Lunchtime Detentions), a record should be made under the student's Daybook on Engage, under the 'Detentions' tab.

### **SECTION 3: Support**

#### **Aims**

Where a student is finding it hard to adhere to the Code of Conduct and meet expectations, it is imperative that we as a school seek to guide them and facilitate their adoption of the appropriate habits. In these cases the pastoral team will work with the Form Tutor to put in place appropriate measures.

#### **Individual needs**

Any support put in place should be done so while taking into consideration the student's individual circumstances, such as their home context or any special educational need. For example, a student who is experiencing extreme disruption at home may benefit from informal supervision at lunchtime to complete homework or to attend Homework Club. Where a student has a special educational need, it is recommended that staff collaborate with the SENCO to ensure the provision put in place is best suited to that student.

#### **Weekly Report Cards**

Weekly report cards should not necessarily be seen as sanctions, but rather as a way of providing more constant monitoring of a pupil who is not performing at their best academically. They are only issued by the Heads of KS3 & 4 /Deputy Head. They must be signed each period by the member of staff teaching the lesson. They should also be signed each night by parents. They must be checked daily by tutor and Head of Year. The length of time any pupil is on report is determined by her progress and motivation and will be done in consultation with the Head of Year (the minimum time is likely to be a fortnight). The report sheets should be retained by the Head of Year/Deputy Head.

The Report Cards operate on a traffic light system: green, amber, red.

#### **Green:**

- Used in the first instance of any problem being highlighted
- The Heads of KS 3 or 4 will ring home to inform parents that their daughter has been placed on the tracking sheet and the reason why

- If the tutor sees a problem with the report card they should send the student to Heads of Year who will take the appropriate action
- Pupils may remain on the report card for more than one week.

**Amber:**

- Used where problems have persisted on the Green card or for more serious initial incidents
- The Heads of Year will ring home to inform the parents that their daughter has been placed on the tracking sheet and the reason why.
- Pupils on a Yellow tracking sheet will spend 1.05 – 1.35pm each lunchtime in detention either with the Head of Year or another member of staff.

**Red:**

- Used where problems have persisted on the Yellow card or for very serious initial incidents
- Director of Studies or Deputy Head will ring home to request parents come in to discuss why their daughter has been placed on the tracking sheet.
- Pupils on a Red tracking sheet will spend break and lunch under the supervision of a member of SMT. They may also be required to work after school.

**After School Support**

Some pupils may be asked to attend Homework Club. Homework Club is available from 4-5pm every weekday, and is supervised by the after-school Library supervisor, or other appropriate staff.. This is to support those pupils who find it difficult to meet homework/coursework deadlines due to specific learning difficulties or other pastoral issues. Pupils will attend this until it is felt they are back on target.

## APPENDIX 1: Exemplar

This table is for guidance only. Decisions about sanctions will be based on the individual circumstances relating both to the incident and student(s) involved, and will be made in line with other school policies.

<b>Transgression</b>	<b>Sanction for first/isolated offence</b>	<b>Sanction for repeated offences</b>
Low-level disruption in classroom	Verbal warning/order mark	Order mark/departmental detention
Lack of equipment/homework	Verbal warning/order mark	Departmental detention/School Detention
Late to registration	Mark as late on register	School detention for two within one week OR five within a half term
Late to lesson	Verbal warning	Order mark/departmental detention
Leaving Form room untidy	Verbal warning	Lunchtime restriction/removal of Form room privileges or Community Service task
Leaving shared areas untidy, including Dining Room, Drama Studio	Community Service task and Verbal warning	Removal of privileges/Lunchtime restriction
Inappropriate behaviour during break/lunchtime, e.g. eating in Library, standing on desks	Verbal warning/order mark	Removal of privileges/Lunchtime restriction
Dress code violations	Verbal warning/order mark	School Detention
Use or visibility of mobile phone during school day	Confiscation	Signing in phone to Reception for one week/School Detention
Using incorrect routes/gates	Verbal warning/order mark	Order mark/Lunchtime restriction
Unkindness towards others that doesn't reach bullying	Restorative justice/Verbal Warning	Treat as bullying
Bullying	Official warning from Head/Deputy Head	School Detention/Suspension
Bringing the school into disrepute	School Detention/Suspension	Suspension/Expulsion
Lying to member of staff	Restorative justice/School Detention	School Detention
Removal of other student's property	Suspension	Expulsion
Rudeness towards any member of staff	School Detention	Suspension
Swearing towards any member of staff	Suspension	Expulsion
Possession of illegal items, including drugs, alcohol or weapons	Suspension/Expulsion	Expulsion

Reviewed: June 2018  
Next Review Date: June 2020

Please refer to: Equal Opportunities Policy  
Anti-Bullying Policy  
Discipline and Exclusion Policy