



PRAISE, REWARDS AND SANCTIONS POLICY

(Whole School & Boarding)

Updated July 2024

Rationale

It is the responsibility of all teaching staff to ensure that the school's praise, rewards and sanctions policy is 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.

It cannot be overstated 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' academic and social goals.

Praise and Rewards

It is important that praise and rewards should always outnumber sanctions and that praise for good work or behaviour should be given as often as possible. Praise should always be given in equal measure to all pupils and we fully support the idea of 'intrinsic motivation' where pupils should be encouraged to succeed 'for their own sake' rather than necessarily for any tangible reward.

Praise and reward should be expressed by:

1. Verbal and written means
2. House Points (see new rewards system below)
3. Head Commendation
4. Work put on display
5. Letters, phone calls to parents
6. High grades on reports
7. Comments made in the written report to parents
8. Certificates presented in Celebration Assemblies
9. House Cup and Subject Prizes awarded at Speech Day
10. Individual prizes awarded at Speech Day



House Point Rewards System

Senior School Praise and Rewards:

Each pupil in the senior school can be awarded house points by staff via the school's management information system (Ed-Admin). These total up on an individual and House basis. Subject teachers can award one, two or three house points depending on the merit of each pupils' work (three seen as a maximum for any piece of work) or behaviour.

Junior School Praise and Rewards:

Each pupil in the junior school will be allocated a house and will earn house points through good behaviour or work. Class teachers will count house points weekly and these will be calculated and in assembly each week the total house points will be shared by the Head of Pastoral.

Letters Phone Calls and Text Messages

Letters are seen as a positive and discrete way to praise pupils for their work and conduct. Each department is responsible for creating their own letter or postcard to send home to parents or boarding at their discretion.

Speech Day and Prize Giving

A number of academic, sporting, musical and community-based prizes are awarded annually at Speech Day in July of each year. Subject teachers and other boarding staff all participate in the selection of pupils for these awards and meetings are held where consensus is reached.

Sanctions

At St John's we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

High standards of behaviour and a good attitude towards peers, school staff and the whole learning process are expected at all times. A combined effort from all members of staff should result in maintaining and even strengthening these standards of behaviour. With a consistent approach by all members of staff, pupils will more readily meet the targets set. The children should not mistake our family approach as being too casual and relaxed that they become over familiar with any members of staff. Staff should never turn a 'blind eye' to any incident which deserves recognition; a quiet word is often more effective than a raised voice.

We handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. Therefore the policy in our EYFS will differ from the Junior School and again from the Senior School.

In all situations, it is primarily the duty of the teacher present to deal with poor behaviour or conduct before passing the matter on to the Junior or Senior Leads . Invariably, the vast majority of incidents



can be dealt with 'on the spot' and staff are encouraged to use their own discretion to implement an appropriate sanction.

Such immediate sanctions would include:

- Moving pupils to another area of the classroom;
- Written or verbal apologies;
- Time in at break or lunch.

At St John's School we believe that:-

- Sanctions must always be reasonable, never cruel or humiliating;
- Sanctions should never breed resentment;
- Collective punishments should be avoided;
- Suspicion should never be punished;
- Public denouncement is destructive;
- Where possible, the punishment should fit the crime (if a pupil draws on a desk, they should be made to clean the desk);
- Punishments for poor behaviour should not involve written work related to particular subjects (essay writing may undermine the English Department etc.);
- Punishments, where possible, should emphasise the idea of 'community' and how one's actions can be harmful to the school community.



Behaviour Tracking System

Each behaviour or academic sanction is recorded on the school's information management system, Ed-Admin. Staff record the misdemeanour using the letter key below and a number to track severity. This information will be particularly useful to the Senior Management Team, Form Tutors and the Junior or Senior Leads who can decide on the appropriate level of action required.

Key for Misdemeanour

- B** for behaviour/discipline
- C** for classwork
- H** for homework
- K** for Kit
- L** for lateness

A number ranging from **1-3** will be given for severity

Eg Extract from KS2

Sanction	Reason including staff initials and Date	Parents informed	Immediate consequence
B1			
B2			

- 1 by Subject Teachers and Form Tutors.
- 2 Junior or Senior Coordinators
- 3 Head of Pastoral/SLT
- Head of School

Examples:

- H1 may be a missed deadline or incomplete homework which the pupil promises to complete. The student will have until the following day's lunchtime to hand this in to avoid an H1;
- H2 a refusal to complete the work or a lie;
- H3 repeated offence, plagiarism.

Additionally, the school also offers a lunchtime session every week (KS3 and KS4) where pupils who have offended more seriously can be sent for a formal detention.

The benefits for this system are:

- Less paperwork and less strain on the tutors;
- The chance to distinguish very quickly between the pupils who are seriously ignoring the rules and the ones who have the occasional slip up;
- Because a '1' will not necessarily be dealt with and is just a warning, staff can use the data to monitor patterns of behaviour and work and quickly compare with other subjects to see if problems are universal or simply one off events.



Ongoing Behavioural Issues

Senior School

Any combination of letters and numbers that tally up to **3** results in the first and second instance as a 30 minute detention (normally lunch time with a SMT).

On the 3rd incident of receiving 3 points students will serve a Head's detention at 4pm on Friday for one hour. On completion the school will meet with the students parents to propose further strategies and the school can then, in conjunction with parents, offer the use of a Report Card (Academics) or a Behaviour Card (Behaviour). The school where possible will give parents 24 hours notice. The Behaviour Record will reset every term.

Junior School

Any combination of letters and numbers that tally up to 3 results in the first and second instance as a 30 minute detention. On the 3rd incident of receiving 3 points students will serve a Head's detention at 4pm on Friday for one hour. On completion the school will meet with the students' parents to propose further strategies and the school can then, in conjunction with parents, offer the use of a Report Card (Academics) or a Behaviour Card (Behaviour). The school where possible will give parents 24 hour notice. The Behaviour Record will reset every term.

Informing Parents by Letters and Phone Calls

It is very important to note that parents should be informed at all times about continued behaviour or work related issues (not just an isolated incident). In the first instance, Subject Teachers should contact parents about individual subject concerns, with Form Tutors and Junior and Leads only becoming involved for more persistent problems.

In the first instance, subject teachers should telephone or email home to discuss any work or behaviour concerns (eg. prep hasn't been completed on several occasions). If problems become more persistent, the Junior or Senior Leads will intervene and contact parents.

Parents' evenings and written reports should not be the first time parents have been informed about ongoing concerns and it is the duty of all staff to keep parents up to date.

Our whole emphasis is to be positive, seek prevention rather than cure by our united approach and for staff to retain professional freedom to use their own judgement in knowing how best to encourage the children in their care. However, the system will only work if we are consistent in our approach, communicate with colleagues regularly when there are difficulties and are not afraid to ask for help or advice from colleagues.

Whoever resolves an incident must be supported and not undermined by their colleagues. The aim must always be that the child learns from the incident and will develop as a result of the actions taken by staff.



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

Recording

All members of staff are responsible for updating the Behaviour Record. A record of any meetings, telephone calls or conversations with parents or pupils should be completed and passed onto the School Leads.



Boarding House

Praise, Rewards and Sanctions Policy

Rationale

It is the responsibility of all boarding staff and day staff on duty in boarding to ensure that the school's praise, rewards and sanctions policy is applied fairly and consistently, without regard to race, gender or seniority and should be consistent from boarder to boarder and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

It cannot be overstated that the best way to ensure the highest standards in both behaviour, attitude is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. As laid out within the boarding principles and practices, a boarding ethos which is dominated by a mutual respect between students and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the students' academic and social goals in line with the PR&S policies observed during the school day.

Praise and Rewards

It is important that praise and rewards should always outnumber sanctions and that praise for good work or behaviour should be given as often as possible. Praise should always be given in equal measure to all students and we fully support the idea of 'intrinsic motivation' where students should be encouraged to independently behave in a positive manner and be proactive members of their dorm and the wider boarding community

Praise and reward should be expressed by:

1. Verbal and written means
2. Boarding commendations (see new rewards system below)
3. Letters, phone calls and email messages to parents
4. Comments made in the written boarding report to parents
5. Age appropriate privileges such as extensions to curfews and activities
6. Individual boarding prizes awarded at Speech Day

Boarding House Rewards System

Boarders should strive to gain as many commendations as possible but should learn to appreciate and actively look for positive verbal feedback regarding their behaviour and attitude. For those who go "above and beyond" what would reasonably be expected in courtesy or action boarding commendations will be awarded. The commendation structure is a 4 tier system.

Tier 1: 3 commendations – invited out with a friend of their choice to Sidmouth for ice-cream, hot chocolate, coffee or cake by the Head of Boarding. This will generally be done during an evening prep session at the end of each term.

Tier 2: 6 commendations – invited out by the Head of Boarding for a meal in a restaurant selected by the group.



Tier 3: 9 commendations – invited by the Head for a meal in a school as selected by the group. This may be a special meal cooked by the Head Chef or a take away meal.

Tier 4: 12 commendations – invited by the Head and Head of Boarding to a day at an outdoor pursuits centre or similar. This activity will be chosen from a list of options available by the group.

Sanctions

At St John's we are committed to establishing a living environment that promotes positive behaviour and relationships where children treat each other with care and respect.

High standards of behaviour, manners and a good attitude towards peers, school staff are expected at all times. A combined effort from all members of staff should result in maintaining and even strengthening these standards of behaviour. With a consistent approach by all members of staff, students will more readily achieve the house expectations. The children should not mistake our family approach as being too casual and relaxed that they become over familiar with any members of staff. Staff should never turn a 'blind eye' to any incident which deserves recognition; a quiet word is often more effective than a raised voice, always remember - this is their home!

Whilst following the sanction consistency matrix which will be clearly displayed in every dormitory and in the matrons building we handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. In every boarding corridor the **RESPECT** poster is displayed. All boarders are inducted on the RESPECT code of conduct during their first few days in the school.

In Boarding we believe that:

- Sanctions must always be reasonable, never cruel or humiliating.
- Sanctions should never breed resentment
- Collective punishments should be avoided wherever possible
- Suspicion should be transparently investigated but never punished
- Public denouncement is destructive
- Where possible, the punishment should fit the crime as per the consistency matrix
- Punishments, where possible, should emphasise the idea of 'community' and how one's actions can be harmful to the school community

Staff Responsible

In all situations, it is primarily the duty of the boarding staff member present to deal with poor behaviour or conduct before passing the matter on to duty leaders or staff responsible for individual dormitories. Prolonged or repeated issues with students should then be passed to the Head of Boarding. Invariably, the vast majority of incidents can be dealt with 'on the spot' and staff are encouraged to implement an appropriate sanction based on the matrix. All incidents should be recorded in the sanctions book and electronic sanctions record.

Boarding House Sanctions System

Boarding staff will be firm, fair and consistent on behaviour, attitude and appearance. For those who do not follow the expectations of the boarding house they will receive "sanction points" which are



behaviour marks reflecting the high standards expected within the senior school sanction system. They will be given for behaviour, lateness, and organisation. The Sanction structure is also a 4 tier system which links into the rewards and sanctions matrix.

Tier 1: 3 sanction points – Loss of privilege to sign out on a Friday evening

Tier 2: 6 reprimands – Loss of privilege to sign out for a whole weekend

Tier 3: 9 reprimands – Loss of privilege to sign out for a whole week

Tier 4: 12 reprimands – Meeting with the Head

The boarding rewards and sanctions level consistency matrix (appendix A) details the sanction and sanction procedure for each level of misdemeanor. Boarding house sanctions are reset termly.

Recording

All members of boarding staff are responsible for updating the sanction records on the ROM. A record of any meetings, telephone calls, online meetings or conversations with parents, agents or students should be completed on the sheets provided as in the senior school and shared with the Head of Boarding. The Head of Boarding shall regularly review the records and inform boarding staff weekly in boarding meetings.



Junior School - Behaviour Policy: Rewards and Sanctions

At St John's Junior School we are committed to establishing a learning environment that promotes positive behaviour and relationships where all members of the school community treat each other with care and respect.

High standards of behaviour and a good attitude towards peers, school staff and the whole learning process are expected at all times. A combined effort from all members of staff should result in maintaining and even strengthening these standards of behaviour. With a consistent approach by all members of staff, children will more readily meet the targets set. *The children should not mistake our family approach as being too casual and relaxed that they become over familiar with any members of staff.*

Staff should never turn a 'blind eye' to any incident which deserves recognition; a quiet word is often more effective than a raised voice.

We handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. Therefore the policy in our Early Years will differ from the policy application throughout the rest of the school (See 'EYFS Behaviour Policy').

To help in the general good order of the children and in line with the Sanction system the following points should be noted:

- Classes should enter and be dismissed from classrooms in an orderly fashion and not before leaving the classroom neat and tidy.
- Children going to and from Chapel should move quietly through the building and be accompanied by Class Teachers
- Always stop children who are running in the corridors.
- Children should be outside during break times except in inclement weather when the wet weather procedure takes effect. For all outside play, children should be correctly changed (e.g. trainers, except in poor weather).
- Duty teachers should be vigilant in their supervision and should not remain stationary for long periods of time.



Rewards

The basis of good behaviour is praise and reward. The school House point system should be used to reward children whenever possible. House points, Tokens and Commendations can be awarded for:

- Good effort
- Good quality work (relative to each child)
- Consistently good work
- Helpfulness
- Where staff feel it is needed to encourage a particular child.

When children attain a set number of Housepoints (50 for bronze, 100 for Silver, 150 for Gold) a House badge is awarded by House staff in a Junior school celebration assembly. Parents are invited to attend, and their photo and name are included in the Blazer Post in order to reflect the achievement.

Tokens are given by staff for outstanding work, effort, conduct etc. A Token takes the form of a certificate outlining what they have done. Their names are also announced in the celebration assembly and they are given a round of applause.

Sanctions

In all situations it is primarily the duty of the teacher present to deal with poor behaviour or conduct before passing the matter on to a senior member of staff. Only serious, repeated or unresolved issues should be referred to senior staff. Invariably, the vast majority of incidents can be dealt with 'on the spot' and staff are urged to do this every time.

Immediate Sanctions: Generally a result of low-level disruption to learning in class. Largely at the discretion of the teacher present and designed to effect good classroom management, which could include:

- Moving a child to another area of the classroom.
- Loss of a lunchtime break to complete work or complete a practical (positive) task.
- Written task, such as letter of apology etc.

Longer Term Sanctions: For more serious and on-going cases of poor behaviour, causing others harm or distress, or disrupting learning.

- Discussion of behaviour with parents.
- Going "On Report", with daily communication between parents and class teacher regarding their behaviour.

Serious Sanctions

- Reporting to Head of School



- Meetings with Head of School, parents and class teacher to discuss issues.

Final Sanction

- Reporting to the Head of School who will decide on final sanctions (to include suspension and exclusion).

Informing Parents

It is very important to note that parents should be informed at all times about continued poor behaviour (not necessarily an isolated incident) through the Class Teacher or Head of the Junior School. Parents' evenings and reports should not be the first time parents have heard about repeated bad behaviour. There are numerous ways this can take place, in descending order of preference:

- At pick up (deregistration) on the patio,
- Through the reading diary as a note,
- Via email or phone call

Parents have the right to appeal these decisions and should refer to the complaints policy for this procedure.

Emphasis

Our whole emphasis is to be positive, seek prevention rather than cure by our united approach and for staff to retain professional freedom to use their own judgement in knowing how best to encourage the children in their care. *However, the system will only work if we are consistent in our approach;* communicating with colleagues regularly when there are difficulties and not being afraid to ask for help or advice from colleagues.

The system is best summed up as follows:

The Pastoral Process

Incident/Concern: May be in the classroom, on duty, in an activity etc.

a) Class Teacher/Specialist Subject Teacher/Other Staff

This is the most important stage. The first adult point of contact should deal with the problem as far as possible. The Class Teacher is responsible for the children's welfare. He or she should be the first line of communication; further action may entail the Class Teacher discussing the incident with parents. *Ensure that any discussion with parents is documented in pupils' files.*

b) Senior Management Team

Incidents that require further discussion should be reported to a member of the SLT as soon as possible and not left until the next day. Results of such a process may still entail the Class Teacher talking to parents but could also result in the situation being taken out of the Form



Tutor's hands and dealt with by a member of the SMT. *Incidents and any discussions with parents should be documented in pupils' files.*

c) Head of School

Where the Head of Junior School is unable to find satisfactory solutions to problems then the Head will become involved. This is the final resort and it is vital that the history of the incident is well documented at all stages (the Head of Junior School and Head use a separate incident file for serious incidents). On rare occasions when the severity of the incident dictates, the Head will be informed immediately. *Document incident in pupils' file and ensure that the Class Teacher knows the result of the incident.*

Team Work

Remember we are a team who work together. Whoever resolves an incident must be supported by their colleagues. *The aim is always for the child to learn from the incident and develop as a result of the actions taken by staff.*

Staff Duties

In order to ensure that children learn to play, exercise and demonstrate control in their behaviour it is necessary to ensure that there are sufficient adults available during those break periods throughout the day, evening or weekend for the proper care, safety and supervision of the pupil community.

All members of staff, in rotation, and as directed by the Head or other persons designated for the task, share in the proper and safe supervision of the children. Duty rotas are displayed in the staff room and it is the responsibility of all members of staff to note when they are on duty. They should exercise this duty with diligence and enthusiasm, anticipating any concerns and being available at all times during the duty period for the children.

Standing around in one place for long periods of time when on duty is not acceptable. Constantly patrolling the in-bounds areas is the only way to anticipate problems and interact with as many pupils as possible. *Please be proactive about your duty as passiveness is an abdication of your responsibility.*

Change of Duties

There are occasions when staff on duty at weekends and on weekdays find it necessary to change with colleagues. It is essential that as well as changing the duty list in the staff room that the relevant members of staff (Head of Senior/Junior/Boarding) are informed of any duty changes.

ST JOHN'S SCHOOL – BOARDING REWARDS AND SANCTIONS LEVEL CONSISTENCY MATRIX

LEVEL	STATUS	EXAMPLE OF INCIDENT	ACTION BY	SANCTIONS AVAILABLE	PERSON RESPONSIBLE	WHO TO INFORM	WHERE TO SHARE INFO
1	MINOR	<ul style="list-style-type: none"> Failure to obey simple instructions or house procedures 	Duty staff	<ul style="list-style-type: none"> Verbal warning 	Duty staff	Recorded on ROM	ROM
2	REPEATED ACTIONS OR DISRUPTION	<ul style="list-style-type: none"> Repeats of Level 1 Persistent lateness Inappropriate use of electronic devices Persistent low-level silly behaviour Persistent lack of personal organisation Persistent untidy bedroom 	Duty staff	<ul style="list-style-type: none"> Sanction point + Early bed 24 hours confiscation Dining room community service Dorm based community service 	Duty staff	All duty staff	ROM
Tier 1: Loss of privilege to sign out on a Friday evening – 3 sanction points							
3	REPEATED DISRUPTION, FAILURE TO RESOLVE THE PROBLEMS AT LEVEL 2	<ul style="list-style-type: none"> Failure to resolve problems at Level 2 Use of any offensive or inappropriate language to piers Disruption at bedtime 	Duty staff	<ul style="list-style-type: none"> As above but leading to Tier 2 (6 sanction points) 	Housemaster / Head of Boarding	All duty staff, Housemaster and Head of Boarding	ROM
Tier 2: Loss of privilege to sign out for a whole weekend: Fri – Sun – 6 sanction points							
4	BLATANT DISOBEDIENCE, CONTINUAL REPEATED DISRUPTION	<ul style="list-style-type: none"> Repetition of Levels 1, 2 or 3 Blatant disobedience Out of Bounds on site 	Duty staff with Housemaster / Head of Boarding informed	<ul style="list-style-type: none"> Multiple sanction points + As above but leading to Tier 3 (9 sanction points) 	Head of Boarding	HoB informs: All boarding staff Parents Ed Guardians	ROM
Tier 3: Loss of privilege to sign out for a whole week – 9 sanction points							
5	VERY SERIOUS	<ul style="list-style-type: none"> Rudeness to staff Repetition of Level 4 Fighting or any inappropriate actions towards other pupils First offence of being off site without permission Damage to House property or deliberate misuse of House property 	Duty staff with Housemaster / Head of Boarding informed	<ul style="list-style-type: none"> Multiple sanction points As above but leading to Tier 4 (12 sanction points) Internal exclusion 	Head of Boarding Head	HoB informs: All boarding staff Parents Ed Guardians Head Form Tutor Finance	ROM
Tier 4: Meeting with the Head – 12 sanction points							
6	EXTREMELY SERIOUS	<ul style="list-style-type: none"> Repetition of Level 5 Use of offensive language to staff “Visiting” other dorms at night Bullying and inappropriate sexual behaviour Drug related incidents Drinking, smoking, theft 	Head of Boarding informed. Full investigation by HoB and Head	<ul style="list-style-type: none"> Extended Internal exclusion Fixed term exclusion from boarding 	Head of Boarding Head	Head informs: All boarding staff Parents Ed Guardians Form Tutor SMT	Student file Serious Behaviour Register ROM
7	PERMANENT EXCLUSION FROM BOARDING	<ul style="list-style-type: none"> Extreme violence Repeated use of short Fixed Term Exclusions from Boarding Repeated refusal to accept house discipline Severe incident of poor behaviour Any incident which affects the Health and Safety 	Head of Boarding consults directly with the Head	<ul style="list-style-type: none"> Permanent exclusion from boarding 	Head	Head informs: All boarding staff Ed Guardians Form Tutor SMT Admissions	Student File Serious Behaviour file, Permanent Exclusion from School ROM