



King's College
The British School of Panama

Rewards and Sanctions Policy

The King's College Rewards and Sanctions Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The over-arching principle for the creation and application of this policy is to establish clarity and consistency for the College as a community of pupils, staff and parents. This policy informs how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and discourage inappropriate behaviour.

Aims

- ✓ To celebrate the success of the pupils in all aspects of school life.
- ✓ To promote the Core Values highlighted in the Code of Conduct.
- ✓ To support the staff to ensure teaching and learning can take place in a positive working environment.
- ✓ To encourage good behaviour by publicising success.
- ✓ To give clear guidelines to pupils as to the sanctions.

Primary Rewards and Sanctions

Rewards

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible wherever and whenever it is appropriate.

Rewards should be given to students for good work, good behaviour and good citizenship.

House Points, Certificates and Prizes

- In Nursery to Year 6, full use should be made of the House Points system. (See policy document on House Points.)
- Pupils receive certificates to acknowledge their achievements in Key Stage and Whole School assemblies.
- Praise will be communicated to the parents of those pupils who have made special achievements in their academic or social progress.
- At the end of the year, Prize Giving Awards are distributed celebrating Progress, Effort and Achievement.

Rewards and Sanctions Processes

- In order to support pupils understand their behaviour, each class has a clear 5-step visual rewards and sanctions system. Within this, pupils start each day in a neutral area and are positively encouraged to demonstrate positive behaviour and positive attitude to learning and each other.
- The aim is for pupils to progress through the behaviour chart. Each pupils icon is physically moved depending on their behaviour and attitude. There are two positive reward steps and two negative sanction steps.
- These behaviour systems are contributed to by all members of staff, throughout the school day, including break times and lunchtimes.

	Rewards	Sanctions
Foundation	When pupils reach to the top of the behaviour chart, they receive a sticker on their star. When pupils receive 5 stickers,	As pupils move down the behaviour chart, depending upon the seriousness of the actions, pupils behaviour is discussed with

	their star is sent home to be shared with parents.	them, a note will go home in their contact books to explain the incident with the pupil's parents.
Key Stage 1	When pupils reach to the top of the behaviour chart, they receive a special sticker, their parents are informed about their achievement and they may also share evidence of their achievement with a senior member of staff.	If pupils reach the bottom of the behaviour chart, the consequence depends upon the severity of the incident and the pupil. Class teachers always discuss pupil's choices of behaviour and how this has had an effect on their learning or relationships. Sanctions may include missing some or all of the next playtime, and discussing their behaviour with a senior member of staff.
Key Stage 2	If pupils reach the top of the behaviour chart, they are sent to a senior member of staff for acknowledgement. Pupils will also receive acknowledgement and a certificate in the next Key Stage 2 assembly.	<p>If a pupil chooses to not follow or meet the golden rules or the teacher expectations then the 1st Warning is given – teacher moves their icon into Warning 1.</p> <p>If the pupil then chooses to show a positive behaviour or attitude, they will then go back to their previous place on the behaviour system.</p> <p>If the pupil chooses to continue to not show positive behaviour or attitude after their 1st Warning, then their icon will be moved to Warning 2 – consequently, the pupil will miss 5 minutes of their next playtime (sitting on the step watching their peers play).</p> <p>If the pupil then chooses to show a positive behaviour or attitude, they will then go back to Earth on the behaviour system.</p> <p>If the pupil chooses to continue to not show positive behaviour or attitude after their 2nd Warning, then their icon will be moved to the Yellow Card on the behaviour system – consequently, the pupil will spend the whole of their next playtime writing a reflection sheet that will need to be signed and acknowledged by a member of the SLT with the pupil present.</p> <p>If the pupil then chooses to show a positive behaviour or attitude, they will then go back to Earth on the behaviour system.</p> <p>If the pupil chooses to continue to not show positive behaviour or attitude after being on Yellow Card, then their card will be moved to the Red Card on the behaviour system – consequently, the pupil will be sent straight to The Head and parents will be informed.</p>

Secondary Rewards and Sanctions

Rewards

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible wherever and whenever it is appropriate.

Rewards should be given to students for good work, good behaviour and good citizenship. Parents should be informed of positive behavior and outstanding academic achievement.

Merits, House Points, Certificates and Prizes

- In Years 7 to 13, full use should be made of both the Merit and House Point system to address pastoral and academic achievement.
- In Years 7 to 13, certificates will be given out in assembly to celebrate outstanding academic achievement. The criteria are based on effort, attainment, contribution and / or progress made in a specific subject area.
- Letters of praise will be written to the parents of those students who have scored consistently high grades on formal reports or whose grades have significantly improved since the last report. This is based on the report analysis completed by the Key Stage Coordinator or Head of Subject.
- Special certificates are to be awarded to those students who do particularly well in public examinations.
- Prize Giving Awards: one for excellence and one for effort per class.
One overall subject prize is given in both the Upper and Lower Schools, along with one award to be given per year group for 'Outstanding and Consistent Contribution to School Life'.

Guidelines for Responsibilities, Referrals and Sanctions

Inappropriate Behaviour Examples	Likely Sanctions to be Applied	Referral Level
Level 1	Level 1	Level 1
<ul style="list-style-type: none"> • Talking out of turn • Chewing, • Distracting others, • Lack of effort, • Uniform violations 	<ul style="list-style-type: none"> • Warnings • Relocation within the classroom • Essay (linked to the poor behaviour) 	None required
Level 2	Level 2	Level 2
<ul style="list-style-type: none"> • Repetitions of Level 1 incidents • Incomplete class/homework • Lateness • Disruption of lessons 	<ul style="list-style-type: none"> • Teacher detention. • Interview with Tutor • Interview with Head of Subject. • Interview with Pastoral Coordinator 	Tutor, Head of Department, Pastoral Coordinator and parents via "C" on ClaSS System
Level 3	Level 3	Level 3
<ul style="list-style-type: none"> • Repetitions of Level 2 incidents. • Verbal aggression • Repeated failure to meet work requirements, • Low level graffiti, • Missing detention, • Out of bounds • 3 recorded incidents in a week 	<ul style="list-style-type: none"> • Detention with Head of Department for incidents related to lessons. • Detention with Year Coordinators for "Comments" outside of lessons and for 3 or more in negative "Comments" across subjects within one week • Placed on Weekly Report • Interview with Head of Secondary 	Tutor, Pastoral Coordinator, Head of Secondary and parents via "C" on ClaSS System
Level 4	Level 4	Level 4
<ul style="list-style-type: none"> • Continued and persistent Level 1-3 incidents. • Defiance • Smoking • Truancy from lessons • Two consecutive Year Coordinator's detentions 	<ul style="list-style-type: none"> • Put on Weekly Report. • Formal After School detention with Head of Secondary School • Contract for consistent low level offenders 	Head of Secondary. (information sent via ClaSS to Head of Department, Tutor, Pastoral Coordinator and parents)
Level 5	Level 5	Level 5
<ul style="list-style-type: none"> • Continued and persistent Level 1 to 4 incidents Rudeness to staff • Total refusal to comply with instructions • Truancy from school • Vandalism /high level graffiti 	<ul style="list-style-type: none"> • Direct isolation of the student with Head of Secondary • Internal Suspension. • External Suspension • Contract • Interview including parents, Pastoral 	Head of Secondary, Deputy Head, Headteacher and parents

<ul style="list-style-type: none"> • Fighting • Theft 	Coordinator, Tutor, Head of Secondary	
Level 6	Level 6	Level 6
<ul style="list-style-type: none"> • Unprovoked assault • Use of banned substances • Continued and persistent Level 1-5 incidents 	<ul style="list-style-type: none"> • Permanent exclusion 	Headteacher and the Board of Directors, parents

Communication and Monitoring throughout the whole school

Informing Pupils

1. Code of Conduct/ Golden Rules and Dress Code to be displayed in all classrooms and on notice boards.
2. Rewards and sanctions to be displayed in each classroom.
3. Code of Conduct is included in Homework Diaries.
4. When reaching level three, pupils will be informed by the KS Coordinator of the duration of time they will remain on that level. This is reviewed weekly.

Informing Parents

1. This policy is to be included in the New Parents' Handbook or Parents Welcome Presentation.
2. Standard and individual emails or letters will be sent home for sanctions and praise.
3. Information to be sent directly to parents via email using the ClaSS System "C" section in the Mark Book or Register.
4. Notes from subject teachers / tutors in the Homework Diary.
5. When reaching level three, parents will be informed by the KS Coordinator of the duration of time they will remain on that level. This is reviewed weekly.

Informing School Management and Staff

1. All incidents with a sanction imposed should be entered on ClaSS and parents informed.
2. Comments on ClaSS System for information purposes are sent to Tutor and KS Coordinator
3. Homework Diary for optional passage of minor incident information to Tutor.
4. Comments on ClaSS System for direct referral to Head Teacher in the case of high level incidents.
5. Student records to be monitored by KS Coordinator on the ClaSS System at least weekly.
6. ClaSS System and email are used to inform relevant staff and subject teachers

Post-Sanction Target Setting

We should endeavour to modify inappropriate behaviour. We must continually try to help our students to adjust their behaviour to conform to what is expected of them at King's College.

Strategies used should be centred on the use of rewards, praise and the positive reinforcement of desired behaviours. They should be re-evaluated if they are not succeeding.

Low level sanctions administered by classroom teachers should be explained and targets must be set for the student to avoid being sanctioned again. When pupil behaviour improves, these changes should be verbally praised.

Medium level sanctions should also be explained fully to the students and targets set in regard to behaviour rectification. Students placed on a Weekly Report should have specific written targets set and they should be praised if they achieve these targets.

Students that have been isolated or temporarily excluded will be placed on a contract for one term following their return and an interview with their parents. Their targets will be agreed alongside the parents.

Students that have accrued a number of low level sanction over a certain period of time may be placed on report or a behavioural contract.

Created and Reviewed by : SML KCP Jan 2014	Policy Category: Behaviour/Welfare
Approved by	Next Review: February 2015
Approved by Advisory board	Next Review: June 2015

