

# Behaviour & Rewards Policy

Southend High School for Girls Academy Trust



## Southend High School for Girls Academy Trust

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<b>Behaviour &amp; Rewards Policy</b>	<b>Date first issued Nov2017</b>	<b>Page 2 of 21</b>

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**A = accepted with no amendments**

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## Principles of Behaviour for Learning at SHSG

The Southend High School for Girls Behaviour and Rewards Policy is anchored in our three core principles that students are safe, happy and successful.

- Every student has the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Students show the highest standards of behaviour, integrity and consideration for others at all times.
- Staff and volunteers set an excellent example to students at all times
- The behaviour policy is understood by students and staff
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- Students are helped to take responsibility for their actions
- The school aims to work in partnership with parents. Parents are involved in behaviour incidents to foster good relationships between the school and the student's home life.
- Fixed-term and permanent exclusions will only be used for the most serious misbehaviours.
- The Governing Body emphasises that any behaviour that prejudices the health, safety and education of students and staff will not be tolerated.

## Policy Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- **Clarify** our expectations: We are a high performing grammar school with high expectations. We expect the very highest standards of behaviour from our students at all times.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools, Department for Education September 2020 [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Preventing and tackling bullying, advice for headteachers, staff and Governing Bodies, July 2017 [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Equality Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Use of reasonable force in Schools, Department for Education, July 2013 [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Searching Screening and Confiscation at School, Department for Education, January 2018 [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Supporting Pupils with Medical Conditions at School, Department for Education, August 2017 [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Special Educational Needs and Disability (SEND) code of practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Definitions

See the Consequences Ladder (Appendix 2) for definitions of misconduct, serious misconduct, gross misconduct and illegal activity.

## Teaching and Learning

It is important to recognise the role of the curriculum in teaching how we expect our students to behave. Spiritual, moral, social and cultural (SMSC) provision is delivered through tutor time and the PSHE programme. By actively promoting fundamental British values, we:

- enable students to distinguish right from wrong, hold high standards of ethics and behaviour and respect the civil and criminal law of this country
- encourage respect for other people
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- an understanding of the importance of identifying and combatting discrimination.

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A broad and balanced curriculum helps develop and maintain this.

## Roles and responsibilities

### **The Governing Body**

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is the final point of escalation for any behaviour related incident. Only the Headteacher can agree to a permanent exclusion (please see exclusions policy for details). The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Giving and recording rewards
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

## **The Head of Department**

The Head of Department is the first escalation point for behaviour issues within their subject area. They should:

- Ensure the behaviour and rewards policy is followed consistently by their departmental team
- Issue departmental (Head of Department) lunchtime detentions
- Provide support to staff who may be having difficulty with classroom management
- Reinforce expectations with any students falling below expected standards of behaviour in their department
- Produce and place a student on subject report where appropriate, including contacting parents and liaising with the Form Tutor/Head of Year

## **The Form Tutor**

The Form Tutor sets the tone for the day. They should:

- Establish the high standard of conduct and behaviour expected of students which we expect will continue throughout the day
- Check uniform every morning at registration
- Check student Behaviour and Reward cards once a week and log behaviour and achievement points on Show my Homework
- Monitor patterns of attendance, punctuality and academic progress
- Form Tutors have a responsibility to develop the group's identity and cohesion through enrichment opportunities

## **The Director of Faculty**

The Director of Faculty is the escalation point for more serious behaviour issues within their Faculty subjects. They should:

- Ensure the behaviour and rewards policy is followed consistently by their Faculty team
- Issue after school DOF detentions
- Provide support to staff who may be having difficulty with classroom management

- Reinforce expectations with any students falling below expected standards of behaviour in their Faculty

### **The Head of Year**

Heads of Year are responsible for ensuring that Form Tutors apply the behaviour policy consistently and fairly. They are the escalation point for behaviour incidents in their year group. They are responsible for analysing behaviour data for their year group every half term. A Head of Year may put a student on behavioural report or a Pastoral Support Plan and will co-ordinate the use of outside agencies/services to help support students with significant behavioural issues.

Heads of Year are responsible for organising the Head of Year detention.

### **Pastoral Support Officers**

Pastoral Support Officers may issue behaviour and community achievement points. They provide year group data analysis each half term on behaviour points, bullying, discrimination and peer-on-peer abuse, producing reports and analysis for Heads of Year and the Assistant Headteacher (Behaviour).

They work with the Head of Year in dealing with any incidents of bullying, misconduct or serious misconduct consistently and effectively should they occur. They will work with outside agencies/services to help support students with significant behavioural issues. They will attend parent meetings with the Headteacher when serious incidents occur.

They respond to behaviour or safeguarding call-out incidents where a student in their year group is to be placed in isolation or removed from a classroom.

Pastoral Support Officers organise work to be set for students placed in isolation.

### **Parents**

Parents are expected to:

- Work in partnership with the school to ensure their child adheres to the behaviour policy and the school's high standards and expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Pastoral Team promptly

### **Student Expectations**

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move courteously around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Rewards and Consequences

Positive behaviours and rewards are outlined in Appendix 1

Inappropriate behaviours and behaviour points are outlined in Appendix 2.

## Recording and reporting Achievement and Behaviour Points

Achievement Points and Behaviour Points are recorded on Show my Homework.

Achievement and Behaviour points will be included on student reports.

## Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Use the rewards and consequences ladders appropriately.
- Check uniform at the start of every lesson
- Insist all students stand in silence behind desks at the start and end of every lesson and morning tutor registration for welcome and dismissal (Years 7-11)
- Take a formal register within the first five minutes of every lesson with the response 'Here Miss/Sir' when a student's name is called out.
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Detentions

The school uses a system of lunchtime and after school detentions for mis-behaviours which are sufficiently serious to detain a student. Where possible, parents will receive at least twenty-four hours' written notice of an after school detention. They will be informed why the detention

has been given and for how long it will be. In exceptional circumstances, the Headteacher reserves the right not to give twenty-four hours' notice.

There are four levels of detentions at SHSG:

<b>Detention Type</b>	<b>Duration</b>	<b>Lunchtime or After School</b>	<b>Issued and recorded on SMHW by</b>
Lunchtime Detention (Head of Department)	30 minutes	Lunchtime	Teacher/HOD
Lunchtime Detention (Head of Year)	30 minutes	Lunchtime	HOY
After School Detention	1 hour	Wednesday After School	HOY/HOD/DOF
Headteacher's Detention	1.5 hours	Friday After School	HOY/HOD/DOF

### Headteacher's Detention

This detention is for serious misconduct, repeated incidents or failure to attend After School Detention. The Headteacher's PA is responsible for organising Friday Head Teacher detentions.

### Isolation

Students placed in isolation will be based outside the Headteacher, Pastoral Support Officer or Head of Year office. They will be set work to complete. During the isolation period the school will ensure the health and safety of students and any requirements in relation to safeguarding and student welfare. The school will decide how long a student will be placed in isolation, and will ensure that students are kept in isolation no longer than is necessary. Students will be allowed time to eat or use the toilet. The Pastoral Support officer will log the isolation on SMHW. The Assistant Headteacher (Behaviour) keeps a record of all student isolations.

### Bullying

Bullying is deliberate, purposeful behaviour by an individual or group, repeated over time, that intentionally hurts, insults or threatens another individual or group either physically or emotionally. A bully exerts control over others by intimidating, harassing, threatening, or humiliating them. While the tactics may vary from incident to incident, the bully is targeting the same person repeatedly with the purpose of hurting, isolating and intimidating them.

Bullying can take many forms (for instance, cyber-bullying via text messages or social media), which can include the use of images and video. Bullies use their power to control or harm others, undermine their self-confidence and the behaviours are repeated. The school acknowledges that prejudice and discriminatory bullying are also types of bullying.

Bullying is not the same as peer conflict. For example, two students with no perceived power imbalance may have an argument or disagreement, or the friendship may break down. Hurtful or unpleasant comments may be made by both (in person or online), both are upset but feel remorse, and want to solve the problem and restore the relationship. Conflict resolution or peer mediation may be appropriate for these situations.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. Consequence procedures for bullying are outlined in the Consequences Ladder (Appendix 2). The Assistant Headteacher (Behaviour) keeps a log of all incidents of bullying.

Bullying can be part of the wider defined issue of Peer on Peer abuse. This is dealt with specifically in The Child Protection/Safeguarding policy.

### Mobile Phones

The school's Mobile Phone Policy outlines procedures around student mobile phone use.

Certain types of online conduct via mobile phones, for example malicious communications, bullying or harassment may be classified as criminal conduct/illegal activity. The school takes such conduct extremely seriously, and will involve the police and/or other external agencies as appropriate.

Such conduct includes, but is not limited to:

- Youth Produced Sexual Imagery, or 'Sexting'
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Please see the consequence ladder for details of consequences relating to inappropriate mobile phone use. (Appendix 2)

### Social Media Incidents

Cyberbullying or other behaviour incidents on social media can be wide ranging, complex and sometimes difficult for schools to investigate or unpick due to unidentifiable users, multiple platforms, third party involvement and editing of screenshots. The school will endeavour to get to the root of the issue regarding these types of incidents and deal with unacceptable behaviours appropriately.

Depending on the context of the incident and evidence presented, the school's response will range from:

- Following school behaviour policy as per the consequences ladder (where the user can be identified and the incident constitutes misconduct/serious misconduct/gross misconduct)
- Giving advice to students and parents on how to report malicious communications or offensive material online (via the Police or social media sites reporting channels)
- Advising students to leave a particular social media site/delete their account.
- Any social media incidents which pose a safeguarding concern will be dealt with in line with school safeguarding policy.
- A referral to Early Help Services or other external agencies (where appropriate)

- If the incident has involved the bullying or distress of another student, support will be provided and the perpetrator or others involved will be educated about the impact of their actions on the victim.
- If the incident is part of peer conflict, conflict resolution or peer mediation may be offered
- Where offensive or abusive material has been posted online about another student, the school will provide support in getting material removed, either through discussion with the poster of the material or signposting parents to make contact with the service provider, social media platform or reporting the matter to the Police.

### Searching, Screening and Confiscation

Southend High School for Girls follows the guidance outlined in the publication by the Department for Education '**Searching, Screening and Confiscation – Advice for Headteacher, school staff and Governing Bodies**' (January 2018) [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

At Southend High School for Girls the Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the student).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The member of staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. Staff may carry out a search of a student of the opposite sex to them and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## Screening of Mobile Phones

Certain staff (authorised by the Headteacher) have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#). The DfE guidance allows staff to search a pupil's phone if they have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

## Responding to incidents where an Indecent Image has been shared on a pupil's Mobile Phone

The Designated Safeguarding Lead must be informed immediately of any mobile phone incidents of indecent images or communications (sexting). The Designated Safeguarding Lead and Safeguarding Team will follow procedures in line with statutory safeguarding guidance 'Sharing Nudes and Semi-nudes: advice for education settings working with children and young people' (Department for Education, 2020) (link below) and the school's Safeguarding and Child Protection policy.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Images **must not** be viewed, copied, printed shared or downloaded as this is illegal.

In exceptional circumstances, it may be necessary for the DSL or DDSL only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL, DDSLs and Headteacher.

Further information and full procedures can be found in the school's Safeguarding and Child Protection Policy.

Further details can be found in the school's Child Protection and Safeguarding policy.

## Discriminatory incidents

Incidents which include elements of racism, homophobia, transphobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within the SHSG school community (including online incidents) and will not be tolerated. They should be dealt with in line with this policy with further advice and a co-ordinated response from Senior Leadership Team. They **MUST** be recorded appropriately on CPOMS, including all follow-up action. The Assistant Headteacher (Behaviour) keeps a log of all incidents of discriminatory behaviour. Racist incidents are reported to the Local Authority. (See reporting form Appendix 3)

## Peer on peer Abuse and Incidents of Sexual Violence and Harrassment between Students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including nudes and semi nudes)

If a student makes an allegation of abuse against another student:

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services EWMHS, if appropriate

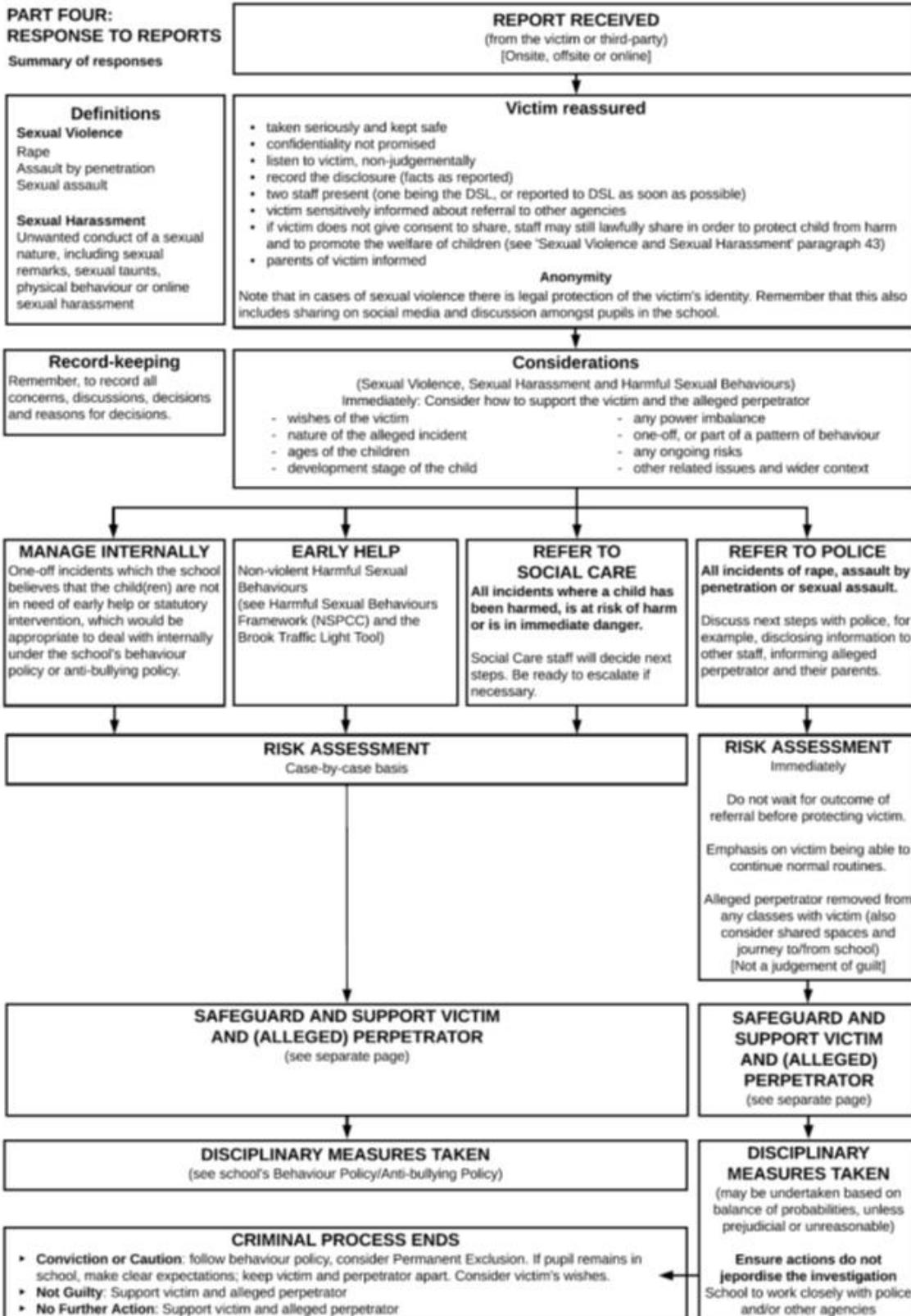
KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out in greater detail how schools and colleges should respond to reports of sexual violence and sexual harassment. We will follow the steps in this guidance when responding to incidents.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

The school will follow the flow chart below in response to a report of sexual harassment or violence between peers.

**PART FOUR:  
RESPONSE TO REPORTS**  
Summary of responses



Source:  
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

## Behaviour call-out procedure – student removal from a classroom

For serious misbehaviours, or repeated disruption in a lesson which does not improve after behaviour points have been issued and the student has moved seats, the class teacher may call for the Head of Department, Pastoral Support Officer or member of the Senior Leadership team to remove the student. The student will be placed in isolation. The Head of Department will be notified that the student has been removed from a lesson and it is their responsibility to ensure consequences are followed up following the incident as per the consequence ladder.

## The use of ‘reasonable force’ by staff

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Where possible, this should only be carried out by staff who have received the appropriate training.

Any interventions will be in accordance with the guidelines set out within the DFE publication “**Use of Reasonable Force - Advice for headteachers, staff and governing bodies**”, July 2013. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

A bound and numbered book is held in the Designated Safeguarding Lead’s office and is used to record any incidents where physical interventions have had to be used.

## Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## Off-site behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus or train on the way to or from school. When a student is wearing the SHSG uniform they are representing the school and expected to be ambassadors of excellence. Posts or activity on social media which brings the school into disrepute will result in consequences as per the behaviour ladder.

## Exclusions

Please refer to the school’s exclusions policy.

## Student participation in School Trips following incident(s) of misconduct

This will be a matter of judgement for the The Headteacher.

## Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. If a student is having multiple difficulties the pastoral team will offer, co-ordinate or initiate support strategies.

Where appropriate, the school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. (Counselling, Individual Education Plans (IEPs), Pastoral Support Programmes (PSPs) and detentions and consequences will be implemented where appropriate. We will work with parents to create and review plans on a regular basis.

## Student Transition

To ensure a smooth transition to the next year, Heads of Year hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Staff Development and Support

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## Monitoring and Assessing the Impact of Rewards and Behaviour

Pastoral Support Officers run a report on behaviour and rewards (by Tutor Group) at the end of every half term. This means behaviour and rewards will be reviewed by the Senior Leadership Team 6 times per academic year (and within fortnightly Head of Year meetings).

This data is analysed and reviewed by the Assistant Headteacher (Pastoral) and the Heads of Year. Strategies are then put in place (behaviour report, PSP) and consequences given as per the behaviour ladder.

### Reporting Behaviour and Rewards to parents

Rewards and Behaviour Points will be communicated to parents and carers as part of student reports. Parents may also view their child's behaviour and reward points record at any time on Show my Homework. After school detentions and more serious misbehaviours and consequences will involve a direct communication with parents (email/letter home/telephone call). If a student has accrued more than 10 behaviour points during a half term it is likely they will be placed on behaviour report.

### Conduct Card

The Conduct Card is used by staff to monitor uniform and conduct outside the classroom only. The rewards system is outlined on the reverse of the card.

Behaviour points can be given by all staff at anytime for the following behaviours:

1. Failure to meet uniform expectations.
2. Talking during assembly/presentation
3. Eating in a non designated area
4. Disrespectful behaviour towards a member of staff or another student
5. Lost card/failure to produce a card (5 POINTS)

Cards are checked on a set day each week by the Form Tutor. Any new points are signed off and recorded on SMHW by the Form Tutor. 5 points results in a luntime detention and new card issued.

The conduct card can be found in Appendix 3.

## Appendix 1 – Rewards Ladder

 <b>SHSG REWARDS SYSTEM</b>			
REWARD	POSITIVE BEHAVIOUR	REWARD CODE	POINTS VALUE
<b>ACHIEVEMENT POINT (ACADEMIC)</b> Awarded by teaching staff in lessons <b>BLAZER BADGES:</b> <ul style="list-style-type: none"> <li>• BRONZE</li> <li>• SILVER</li> <li>• GOLD</li> <li>• DIAMOND</li> </ul>	Excellent work	<ul style="list-style-type: none"> <li>• Excellent test result</li> <li>• Excellent homework</li> <li>• Contribution in Class</li> <li>• Excellent class work</li> </ul>	<b>1</b>
<b>ACHIEVEMENT POINT (COMMUNITY)</b> Awarded by teaching or support staff <b>BLAZER BADGES:</b> <ul style="list-style-type: none"> <li>• BRONZE</li> <li>• SILVER</li> <li>• GOLD</li> <li>• DIAMOND</li> </ul>	<b>Positive contribution outside the classroom:</b> <ul style="list-style-type: none"> <li>• School events</li> <li>• Contribution to Club or Society</li> <li>• Representing school in competitions</li> <li>• Supporting others</li> <li>• 97%+ Attendance per half term</li> </ul>	Contribution to School Community	<b>1</b>
<b>SUBJECT COLOUR</b> Heads of Department choose 10 students per subject (10 in total from across Lower School, Middle School and 6th Form combined) <ul style="list-style-type: none"> <li>• ANNUAL AWARD</li> <li>• 10 STUDENTS</li> <li>• BLAZER BADGE</li> </ul> A student may only be awarded a subject colour once in Lower School, Middle School and 6th Form.	Consistently high quality of work in a subject Significant sustained contribution to the subject	Subject colour	<b>3</b>
<b>HEAD OF YEAR AWARD</b> Chosen by Head of Year <ul style="list-style-type: none"> <li>• ANNUAL AWARD</li> <li>• 10 STUDENTS PER YEAR GROUP</li> <li>• BLAZER BADGE</li> <li>• CERTIFICATE</li> </ul> A student may only be awarded a subject colour once in Lower School, Middle School and 6th Form.	Consistently high performance across subjects Contribution to school community	Head of Year Award	<b>3</b>
<b>HEAD TEACHER AWARD</b> Form Tutors in Years 7-13 nominate one student from their Tutor Group. The Head of Year shares this list with the Headteacher who chooses one student per year group to receive the award. <ul style="list-style-type: none"> <li>• ANNUAL AWARD</li> <li>• 1 STUDENT PER YEAR GROUP</li> <li>• BLAZER BADGE</li> <li>• CERTIFICATE</li> </ul>	The award recognises a student who represents and embodies the core values of SHSG	Headteacher Award	<b>5</b>
Individual student Reward Points contribute to the overall House Points at the end of the academic year.			
<b>ACHIEVEMENT POINTS</b>			
<b>LOWER SCHOOL (7-9)</b>	<b>MIDDLE SCHOOL (10-11)</b>	<b>SIXTH FORM (12-13)</b>	
BRONZE.....100 points	BRONZE.....75 points	BRONZE.....50 points	
SILVER.....200 points	SILVER.....150 points	SILVER.....125 points	
GOLD.....300 points	GOLD.....225 points	GOLD.....200 points	
DIAMOND.....400 points	DIAMOND.....300 points	DIAMOND.....275 points	
<b>WHO LOGS ACHIEVEMENT AND REWARDS POINTS AND WHERE?</b>			
<b>REWARD</b>	<b>WHERE IS IT RECORDED?</b>	<b>WHO SHOULD RECORD IT?</b>	
Achievement Point	Show My Homework	Member of staff giving the reward	
Subject Colour	Show My Homework	Head of Department	
Head of Year Award	Show My Homework	Head of Year	
Headteacher Award	Show My Homework	Headteacher's PA	
Staff may also log Community Achievement Points on a student's Conduct Card outside lessons. Individual student Reward Points contribute to the overall House Points totals at the end of the academic year.			

REWARDS SYSTEM MAY 2021, A. LEMAN

## Appendix 2 - Consequences Ladder

 <b>SHSG CONSEQUENCE LADDER</b>			
BEHAVIOUR TYPE	CONSEQUENCE	POINTS	
<ul style="list-style-type: none"> <li>Low level disruption in class</li> <li>Second low level disruption in class</li> <li>Failure to meet uniform expectations</li> <li>Inadequately prepared for lessons</li> <li>Late to registration or a lesson</li> <li>Eating outside of a designated area</li> <li>Littering</li> <li>Chewing gum in school or on a trip</li> <li>Disrespectful behaviour towards another student</li> <li>Phone goes off in lesson or other time</li> <li>Failure to follow school procedures</li> <li>Failure to sign in for private study</li> <li>Failure to follow one way systems</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning - recorded on SMHW by teacher/ PSO</li> </ul>	<b>1</b>	MISCONDUCT
<ul style="list-style-type: none"> <li>Repeated low level disruption in the same lesson</li> <li>Failure to complete a homework task</li> <li>Failure to put enough effort into homework or class work</li> <li>Disruptive behaviour around school</li> <li>Disrespectful behaviour towards a staff member</li> <li>Plagiarism of work where student who copied admits it</li> <li>Bullying – antagonistic (verbally/social media)</li> </ul>	<ul style="list-style-type: none"> <li>30 minute detention task set - recorded on SMHW by HoY or HoD</li> </ul>	<b>2</b>	
<ul style="list-style-type: none"> <li>Repeated offences (escalation) e.g. repeated failure to complete homework</li> <li>Damaging the school's reputation e.g. causing disruption in public</li> <li>Vandalism – intentional, low level</li> <li>Defiance – refusal to follow instruction</li> <li>Dishonesty</li> <li>Inappropriate mobile phone use – using without permission whilst in school</li> <li>Failure to sign out</li> <li>Plagiarism of work where neither student admits it/cheating</li> <li>Plagiarism of work during internal examination where student admits it</li> <li>Bullying – persistent and continued antagonism (verbally/social media)</li> <li>Inappropriate language used in school</li> </ul>	<ul style="list-style-type: none"> <li>1 hour detention task set and recorded on SMHW by HoY or HoD</li> <li>Possible report Issued by HoY or HoD/DoF</li> <li>Parent will be contacted</li> </ul>	<b>3</b>	SERIOUS MISCONDUCT
<ul style="list-style-type: none"> <li>Acting, whilst in school, in such a way as to prejudice the safety and education of another student/member of staff e.g. racist, homophobic, transphobic, disability, bullying, sexist or abuse</li> <li>Vandalism – intentional and significant</li> <li>Defiance – persistent instances with same staff member</li> <li>Dishonesty – where this puts others at risk</li> <li>Inappropriate technology/mobile phone use – recording of students or staff in school</li> <li>Truancy</li> <li>Possession of cigarettes or alcohol on school premises or school trip</li> <li>Physical aggression towards another student, member of staff or member of the public (not premeditated)</li> <li>Examination malpractice e.g. plagiarism of coursework or work during mock examination where student admits it/cheating</li> <li>Plagiarism of work during internal examinations where neither student admits it</li> <li>Bullying – direct threats of physical harm (verbally or social media)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with HT and relevant SLT link parents must attend.</li> <li>Internal exclusion. HT to decide number of days</li> </ul>	<b>4</b>	
<ul style="list-style-type: none"> <li>Sexual activity on site or school trip</li> <li>An act which brings the school into disrepute</li> <li>Defiance - persistent instances with multiple staff members</li> <li>Consumption of cigarettes or alcohol on school premises or school trip</li> <li>Highly offensive or inappropriate language and/or lesson disruption</li> <li>Acting, whilst in school, in such a way as to prejudice the safety and education of another student/member of staff e.g. racist, homophobic, transphobic, disability, bullying, sexist or abuse</li> <li>Bringing a knife or offensive weapon to school</li> <li>Extortion</li> <li>Sexting</li> <li>Physical aggression towards another student, member of staff or member of the public (pre-meditated)</li> <li>Theft</li> <li>Possession of, consumption of or intent to supply drugs on school premises or school trip</li> <li>Sexual violence or harassment</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with HT and relevant SLT link parents must attend</li> <li>External exclusion. HT to decide number of days</li> <li>Some offences at level 5 could lead to permanent exclusion</li> </ul>	<b>5</b>	GROSS MISCONDUCT INTERNAL ACTIVITY

The above is a guide and the Headteacher reserves the right to march the consequence they feel is best suited on a case by case basis

Appendix 3 – Conduct Card

**FRONT**

## SHSG CONDUCT CARD

**NAME** \_\_\_\_\_

**TUTOR GROUP** \_\_\_\_\_

**FORM TUTOR** \_\_\_\_\_

**HEAD OF YEAR** \_\_\_\_\_



BEHAVIOUR POINTS			
DATE	CODE	STAFF SIGNATURE	FORM TUTOR LOGGED ON SMHW

**CODES**

**1** Failure to meet uniform expectations

**2** Talking during assembly/presentation

**3** Eating in a non designated area

**4** Disrespectful behaviour towards a member of staff or another student

**5** Failure to present conduct card at any time/lost card - 2 Behaviour Points

**5 POINTS** accrued on card results in a lunchtime **HOY** Detention. New card issued.

**BACK**

## SHSG CONDUCT CARD

ACHIEVEMENT POINTS			
DATE	CODE	STAFF SIGNATURE	FORM TUTOR LOGGED ON SMHW

**CODES**

**AAP** Academic Achievement Point - Awarded for excellent work

**CAP** Community Achievement Point - Awarded for positive contribution outside the classroom

LOWER SCHOOL	MIDDLE SCHOOL	SIXTH FORM
BRONZE .....100 points	BRONZE ..... 75 points	BRONZE ..... 50 points
SILVER .....200 points	SILVER .....150 points	SILVER .....125 points
GOLD .....300 points	GOLD .....225 points	GOLD .....200 points
DIAMOND .....400 points	DIAMOND .....300 points	DIAMOND .....275 points

**ACHIEVEMENT POINT BADGES ARE AWARDED AT THE END OF EVERY HALF TERM**

Appendix 4 – Southend Borough Council Racial Incident Reporting Form

**RACIST INCIDENT REPORT FORM (FORM A)**

**This form must be completed immediately the incident is reported**

**\* Delete as Applicable**

School/Establishment \_\_\_\_\_

Person who reported incident (Print name) \_\_\_\_\_

Date and time of Report \_\_\_\_\_

Date and time of Incident \_\_\_\_\_

Victims Name: _____ *Male / Female
* Pupil / Outside person inc Parent / Teaching Staff / Non-Teaching Staff
Ethnic Origin: _____ Year Group / Age: _____
Perpetrators Name: _____ *Male / Female
* Pupil / Outside person inc Parent / Teaching Staff / Non-Teaching Staff
Ethnic Origin: _____ Year Group / Age: _____

Type of Incident: * Verbal Abuse / Written Abuse / Abuse Graffiti / Physical Attack / Damage / Other / Ostracism / Threats
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Details of Incident
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Witness(es): (Name and DOB)  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Action taken:
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Have the Parents of the Victim been informed?	* Yes / No	[How? Letter, Telephone]
Have the Parents of the Perpetrator been informed?	* Yes / No	[How? Letter, Telephone]

Record completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name & sign)

Name of Designated member of SMT: \_\_\_\_\_  
(print name & sign)

Note: This form must be sent within 1 working day of completion. Please ensure that all sections have been completed and returned to **Business Support Team, Department for people, Civic Centre, Victoria Avenue, Southend on Sea, SS2 6ER** or email to [people-businesssupport-general@southend.gov.uk](mailto:people-businesssupport-general@southend.gov.uk)