



# ST. JOSEPH'S COLLEGE

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## Behaviour, Rewards and Sanctions Policy

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

### Introduction

Our Behaviour, Rewards and Sanctions Policy reflects the Gospel values upon which our Mission Statement is founded. It is based on respect and consideration for all members of the school community and encourages pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

St Joseph's is a Catholic school, which provides within its structure an experience of Christian community. We are an inclusive community and pupils of other faiths and denominations are welcome. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

At St Joseph's we promote and reward good behaviour through our Code of Conduct, House Points, Commendations and Ace Awards.

St Joseph's College staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils.

### Code of Conduct

St Joseph's College community of Governors, staff, parents and pupils adhere to an established routine and code of conduct.

**The Code of Conduct** for Year 3 and above, the code of conduct is on display in all classrooms and in pupil planners/ homework diaries

St Joseph's College is a community built on Christian values. The friendliness and mutual respect that exist between staff and pupils provide an ethos conducive to good order, scholarship and confidence. Individuals are therefore encouraged to develop a strong sense of responsibility and a caring attitude towards one another and the community as a whole.

### Classroom Standards – whole school

- |                |   |
|----------------|---|
| Be punctual    | Arrive on time for lessons and make an orderly entrance to and from the classroom |
| Be organised   | Bring correct equipment including planner to every lesson                         |
| Be cooperative | Follow all classroom instructions   |



# ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

Be considerate Do not disrupt others in their learning and do not talk out of turn

## **Standards around the College – whole College**

- |                |  |
|----------------|--|
| Be respectful  | Listen and respond to all adults<br>Physical contact between students is to be avoided   |
| Be thoughtful  | Think about noise - use indoor and outdoor voices<br><br>Eat and drink only in designated areas (Dining Hall, common rooms and outside eating areas) |
| Be smart       | Wear correct uniform at all times  |
| Be responsible | Look after school property and keep cloakrooms and shared areas tidy<br>Only use phones when given permission (Yr7-13)                               |
| Be courteous   | Walk to the left-hand side in corridors and open doors for others  |

We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the Code of conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Policy is on our website. St Joseph's College takes its duties under the Equality Act 2010 seriously. We are strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, gender re-assignment, homophobia, special educational needs, disability, learning difficulty, linguistic background, pregnancy and maternity or the fact that a child is adopted or is a carer.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

St Joseph's College reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below, up to and including suspension or exclusion.



# ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

## **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at St Joseph's college, undertake to uphold the College policies and regulations, including this policy, when they sign the Acceptance Form. They will support the College values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework.

In the event of any behaviour management issue, the College will liaise closely with parents and, if relevant, other support agencies.

## **Unexplained absences**

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Governors' policy not to allow holiday to be taken during term unless in exceptional circumstances.

## **Involvement of pupils**

St Joseph's College aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Our experience shows that the ethos of and respect for the College is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, during tutor time, in Personal, Social, Health and Economic Education (PSHEE) lessons, House meetings, and Pupil Voice Committees.

We work closely with all pupils as they transition through the College, from the day they start to the day they leave.

## **Rewards and Sanctions**

It is the policy of all departments to encourage positive behaviour and self-discipline through the use of a positive rewards system.



# ST. JOSEPH'S COLLEGE

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## **Prep School: Early Years – Year 6**

The College Deputy Head (Prep) remains responsible for behaviour management in the Prep School, but delegates some of this responsibility for the pupils in the Early Years Foundation Stage to the Head of that Department.

We praise and reward children for good behaviour in a variety of ways:

### **Verbal praise**

- from members of staff and other pupils
- may be simple praise for a good answer in class or a thoughtful or helpful action
- could also involve public praise in class or another class e.g. highlighting a good piece of work

### **Highlighting good work, effort or behaviour**

- displays on walls
- reading work aloud to other pupils
- telling others in assemblies
- showing work to other members of staff
- stickers and positive comments written in children's books
- Certificates – Golden certificates are presented during Good News Assembly each Friday for effort and achievement, as well as for behaviour and kindness
- Good News Assemblies also give children the opportunity to celebrate achievements outside of school

### **Reward systems in class**

- smiley faces, stickers
- House Point system in which each pupil is a member of one of three Houses. Points are given to individuals and collected for the House.

### **House Points**

House points are awarded in recognition of a variety of very good work or effort. They may also be awarded for particular success or identified moments around the school, for example, winning a match, helping a friend in need or being involved in a charitable event. House Points are recorded in the school management information system.

A Bronze Award is awarded for 50 House Points, Silver Award for 100 House Points, Silver Plus Award for 150 House Points, Gold Award for 200 and Platinum award for 300 (signed by the College Deputy Head –Prep). These achievements will be distributed at assemblies throughout the year and parents will be informed by letter of their child's achievements.



# ST. JOSEPH'S COLLEGE

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## **Bear Families: Early Years - Year 2**

Pupils in Early Years to Year 2 will have a separate system, whereby pupils are allocated to one of three bear families: Koala, Panda or Polar. Activities will be run between these until pupils reach Year 3 when they will be allocated to one of the four College Houses.

## **Commendations (Prep School)**

Commendation Certificates are awarded by the College Deputy Head (Prep) in recognition of a particular piece of work or for a consistent high standard of work throughout the year. They can also be awarded for significant improvement of effort in a certain area, demonstrating a moment worth acknowledging. Commendations are worth 10 house points and work is displayed (if appropriate) on the Commendation noticeboard.

## **Commendations: Years 7 - 13**

Commendation Certificates are awarded by the Head in recognition of a particular piece of work or for a consistent high standard of work throughout the year. They can also be awarded for significant improvement of effort in a certain area, demonstrating a moment worth acknowledging. Commendations are worth 10 House Points.

## **House Points: Years 7 - 8**

House Points are awarded in recognition of a variety of very good work or effort. They may also be awarded for particular success or identified moments around the school, for example, winning a match, helping a friend in need or being involved in a charitable event. House Points are recorded in the school management information system.

A Bronze Award is awarded for 50 House Points (signed by the Head of House), Silver Award for 100 (signed by the Head of Section), Silver Plus Award for 150 (signed by the Deputy Head Pastoral), Gold Award for 200 and Platinum award for 300 (both signed by the Head). These achievements will be distributed at assemblies throughout the year and parents will be informed by letter of their child's achievements.

## **ACE Awards Years 9 - 13**

ACE Awards are given to pupils in recognition of their **A**CHIEVEMENT, **C**ONSISTENCY and **E**FFORT in their work. Pupils receive an ACE award worth 2 House Points which are entered into the school management information system and also three prize draws every half term:

- Draw 1 for all pupils in receipt of an ACE award
- Draw 2 for all pupils who have achieved 3+ ACE awards
- Draw 3 for all pupils who have achieved 5+ ACE awards

Some of the ways that ACE awards can be earned are:

- Achievement in a specific piece of academic work and extra-curricular activity
- Demonstrating consistency in any area of the curriculum or school life. For example, always completing homework to the best of their ability or always being helpful and polite
- Displaying a positive attitude or a concerted effort in a particular area of school life.



# ST. JOSEPH'S COLLEGE

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## Sanctions

Sanctions help us to set boundaries and to manage challenging behaviour. Copies of our Sanctions processes are found in Appendix 1, and may change from time to time. Parents and Guardians agree, when signing the Acceptance Form, that their child will comply with this Behaviour, Rewards and Sanctions policy, and undertake to support the authority of the Head and College Deputy Head Prep), in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The College reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vaping devices or paraphernalia, fireworks and pornographic images can be searched for according to law along with 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 property.

The Head, a College Deputy Head or any staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The College may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present, but only where the school 'reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff' (Searching, screening and confiscation: Advice for Headteachers, School Staff and Governing Bodies, DfE January 2018).

Pupils are expected to follow the Code of Conduct which is displayed on walls of all Classrooms and in the Student Planner in the Senior School.

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, with due regard to a pupil's age, understanding or any other Special Educational Needs and Disability (SEND). Across the College there is a staged sanctions process that ensures dialogue between students and staff, early involvement of parents and escalation as appropriate.

The Head and College Deputy Heads undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened.

Examples of sanctions include:

- Detention
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or exclusion

Most examples of undesirable behaviour can be dealt with informally by the class teacher however more formal sanctions are in place if required.



# ST. JOSEPH'S COLLEGE

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## Behaviour Sanctions Process – Prep School

- Stage 0 *(First incident of disruption or negative behaviour)*  
Verbal warning from a member of staff
- Stage 1 *(Second incident of disruption or negative behaviour)*  
Time in at break in the Year 6 Classroom or moved seat in their own classroom
- Stage 2 *(Persistent disruption or negative behaviour)*  
Time in another classroom  
Parents contacted via email
- Stage 3 *(Serious misconduct. Either failure to address previous behaviour or misconduct of a serious nature)*  
Immediate call/ email home  
Deputy Head (Prep)/ Head of Department informed and they will interview the child
- Stage 4 *(Escalated Misconduct. Very serious case of misbehaviour or consistent Stage 3 interventions)*  
Parents called in for a meeting with College Deputy Head (Prep) immediately

## Academic Sanctions Process – Senior School

- Stage 1 *(No Homework, lack of effort in class)*  
New deadline set
- Stage 2 *(2nd missed homework, failure to meet new deadline, repeated lack of effort)*  
Academic catch-up at lunch time or after school, missed work must be completed  
Parents contacted via email
- Stage 3 *(3rd missed homework, failure to attend academic catch-up, persistent lack of effort)*  
Academic Detention on a Wednesday, Email and letter home  
Follow up conversation with Form Tutor
- Stage 4 *(Repeated stages 1-3 across subjects, continued failure to meet previous expectations)*  
Deputy Head's Detention, Email and letter home, follow up conversation with Deputy Head

## Misconduct Sanctions Process – Senior School

- Stage 0 *(First incident of disruption or negative behaviour)*  
Recorded by teacher
- Stage 1 *(Second incident of disruption or negative behaviour)*  
Recorded by teacher  
If appropriate, Parents contacted by Form Tutor or Head of Section
- Stage 2 *(Persistent disruption or negative behaviour)*  
Discussed with student  
Parents contacted by Form Tutor or Head of Section
- Stage 3 *(Serious misconduct. Either failure to address previous behaviour or misconduct of a serious nature)*



# ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

	Misconduct Detention on a Wednesday
	Email and letter home
	Follow up conversation with Form Tutor
Stage 4	<i>(Escalated Misconduct. Serious case of misbehaviour or consistent Stage 3 interventions)</i>
	Deputy Head's Detention
	Email and letter home
	Follow up conversation with Head of Section and Deputy Head

Appendix 1 Tariff of Sanctions in the Senior School offers guidance on the type and range of sanctions which certain behaviours might trigger. Staff will always use their professional judgement when making decisions about stages of sanctions.

While in the case of minor offences disciplinary action will usually be incremental, and the appropriate action will be related to the nature of the offence in each case. The College reserves the right to exercise discretion as to the suitability of the type of action applicable in any given situation.

## Head of Section Reports - Senior School

A Head of Section Report may be used to address behavioural or work issues in a particular area.

Each report will require the student to receive written feedback on their attitude/homework/punctuality in all of their subjects throughout the week.

## Serious misbehaviour

Very serious cases of misbehaviour or consistent failure to meet College expectations will be passed to the Head. The College Exclusion Policy is available on the website and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of this policy, including but not limited to criminal behaviour.

Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

Examples of serious breaches of the policy which may result in serious sanctions include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Disruptive parental behaviour



# ST. JOSEPH'S COLLEGE

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St Joseph's College has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanctions imposed.

**Our policy incorporates recommendations from:**

The Education Act 2011

The Education (Independent School Standards) (England) Regulations 2014

Behaviour and discipline in schools (Advice for Head teachers and school staff) January 2016

The Equality Act 2010

Education and Inspections Act 2006

Use of reasonable force Advice for head teachers, staff and governing bodies July 2013

And the associated College Policies:

Exclusion Policy

Safeguarding Policy

Staff Code of Conduct

Computer Usage Policy

Mobile Device Policy

Substance Misuse Policy



# ST. JOSEPH'S COLLEGE

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## Appendix 1

### Senior School Tariff of Sanctions

to be used in conjunction with existing sanctions processes in the Senior School

Behaviour	Stage of sanction	Comments
Lack of effort in class	Follows staged process for academic sanctions	Resets each half term
Homework missed or substandard	Follows staged process for academic sanctions	Resets each half term
Lateness to lessons	Follows staged process for misconduct sanctions	Resets each half term
Behaviour in lessons	Follows staged process for misconduct sanctions	Resets each half term
Behaviour outside lessons	Follows staged process for misconduct sanctions	Resets each half term
Missing PE kit, Food Tech ingredients, planner or other	Stage 1	Staged process starting at Stage 0
Litter	Stage 1	Staged process starting at Stage 1
Eating in classroom	Stage 1	Staged process starting at Stage 1
Eating around school	Stage 1	Staged process starting at Stage 1
Poor behaviour on a trip or school bus	Stage 2-4	
Inappropriate language	Stage 2-3	
Confiscation of phone	Stage 2	Staged process starting at Stage 2
Incorrect uniform	Stage 2	Staged process starting at Stage 2
Accidental damage to school property	Stage 2	Staged process starting at Stage 2
Repeat offences	Stage 2	
Intolerant language/behaviour	Stage 2 - 4	Possible escalation to Head's detention depending on severity
Verbal behaviour intended to cause harm or distress	Stage 3-4	
Physical behaviour intended to cause harm or distress	Stage 3-4	Possible escalation to Head's detention depending on severity
Intentional damage to school property	Stage 3	Staged process starting at Stage 3
Chewing gum	Stage 3	



# ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

Fighting	Stage 3	Possible escalation to Head's detention depending on severity
First reported case of bullying	Stage 3 - 4	
Leaving school site without permission	Stage 3	Staged process starting at Stage 3
Verbal defiance or rudeness to staff	Stage 3 - 4	Staged process starting at Stage 3
Truancy	Stage 3-4	
Theft	Stage 3-4	Possible escalation to Head's detention depending on severity
Escalated or persistent bullying	Stage 4	Possible escalation to Head's detention depending on severity
Verbal abuse of staff	Stage 4	
Illicit substance or item	Decision by the Head	



# ST. JOSEPH'S COLLEGE

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## Appendix 2

### Guidelines on physical restraint and the use of force to control pupils

These guidelines relate to all sections of St Joseph's College, including the Early Years Foundation Stage.

#### Introduction

The College aim is to provide an orderly atmosphere in which effective teaching and learning can take place. However, there may be rare occasions on which school staff will need to use 'reasonable force' in order to control or restrain pupils. The power to use reasonable force applies whether pupils are on school premises or elsewhere, as long as they are in the lawful control or charge of a staff member. This includes school visits. This policy does not support the notion of no physical contact in a situation that requires restraint or control of a pupil.

In this context, the purpose of restraining a pupil would include any or all of the following and may or may not involve trying to calm the pupil or restore self-control to the pupil in a dignified way:

- Preserving personal safety
- Preventing damage to property
- Stopping a crime (or, if the pupil is under the age of criminal responsibility, what would be a crime for an older pupil)
- Maintaining good order and discipline

#### Definitions, circumstances, guidelines

##### Principles Governing Physical Interventions to Maintain Control

- The method of intervention must be in keeping with the incident that gave rise to it
- The degree and duration of any force applied must be proportionate to the circumstances
- The potential for damage to persons and property in applying (and in not applying) any form of restraint must always be kept in mind
- The failure of a particular intervention to secure a child's compliance should not automatically signal the immediate use of another more forceful form of intervention. Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable
- In some circumstances (for example where it is clear that feasible physical intervention would be likely to avoid serious personal injury) it could be construed as a failure in the duty of care on the part of the teacher (or other responsible adult) not to restrain physically, or to persist in attempting further feasible restraint where one method has been unsuccessful.
- The age, competence and particular needs of the child should be taken into account in deciding what degree/type of intervention is necessary.



# ST. JOSEPH'S COLLEGE

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- Ideally early identification of a hostile situation will provide the member of school staff time to assess the situation, remove onlookers from the area and alert colleagues for assistance, preferably a senior teacher. It is important to remain calm and not take the situation personally as this will potentially affect your decision making and responses
- Use your voice first: verbal instructions should be given before and during any physical intervention. The surprise effect of a sudden noise i.e. a whistle or distraction can be more effective than the use of force
- Use force only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk and may include the following responses:
  - Physically interposing between pupils
  - Blocking a pupil's path
  - Holding (but never round the neck or collar)
  - Leading a pupil by the hand or arm
  - Shepherding a pupil away by placing your hand in the centre of the back
  - In extreme cases (such as self-defence) more restrictive holds – this is not recommended even for staff with specialist training
- Do not strike blows or retaliate against pupils: to do so would exceed your authorisation to intervene, may cause injury and create a significant risk of an allegation of assault being made. Actions of this nature include:
  - Holding round the neck
  - Restricting a pupil's ability to breathe
  - Slapping
  - Punching
  - Kicking
  - Throwing objects
  - Twisting or forcing limbs against a joint
  - Holding or pulling by the hair or ear
  - Holding face down on the ground
  - Do not touch in a way that might be considered indecent

Any physical restraint exercised should

- be reported by the member of staff concerned to the Head, or one of the College Deputy Heads soon as possible after the incident has occurred and before parents or guardians are informed
- be documented in line with the School's incident-reporting procedures
- be followed in particular by a prompt record of the circumstances and justification for the use of the restraint
- be reported to the affected pupil's parents or guardians on the same day or as soon as possible, unless there are reasonable grounds for believing that to do so might subject that pupil (or any other(s)) to risk of harm, in which case the Child Protection Policy and accompanying documentation should be referred to)



# ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

- further followed up as necessary by guidance/advice/counselling for the pupil and/or staff involved.