

Rewards & Sanctions Policy (C4)- Part II (Senior)

Introduction

This policy lays out the specific procedures in place to manage behaviour at Fulham Senior. It should be read in conjunction with the Behaviour, Rewards and Sanctions Policy Part I: Whole School and associated policies. The basic principles of consistently following Fulham Core Values, principles of Health and Safety and the Rule of Law are at the heart of our approach, with high expectations consistently enforced by all teachers towards all in our community. Details of key matters such as uniform, etc are set out in Appendix 1.

1. Promoting Good Behaviour

To encourage positive behaviour staff should act as good role models to pupils and employ a variety of strategies inside and outside the classroom. The Fulham Core values will be celebrated and pupil's individual needs and differences be recognised in the awarding of behaviour.

The Fulham Core/our PSHE curriculum includes: work on self-esteem; building self-confidence; exploring and valuing diversity; and reinforcing positive behaviour.

2. Rewards

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued and supporting pupils' self-esteem. We issue rewards in the following ways:

- Commendations, Core Value Senior Awards and House Events contribute to House Points
- The House with the highest points get a special breaktime treat at the start of next term.
- Grades: Pupils with particularly good grades in any report session are identified by tutors sent to the Head to be congratulated; a letter is emailed home.
- Whole School Assemblies: In whole School Assemblies recognition is given to pupils who have excelled in Sport, Drama and competitions such as house events.
- Various prizes are awarded to pupils during the year for contributions made to the School community, and/or for consistently demonstrating Fulham Core Values or for academic excellence.
- A member of leadership will write to and/or meet with pupils/notify parents to congratulate them on exceptional achievements or conduct e.g. letters home for top commendations at end of term.

Senior Awards- these are detailed on iSAMS:

Commendation – these should be for outstanding academic work; either excellent in its own right or significant improvement for individual

Fulham Core values (mark in notes which one)

3. Discouraging Negative Behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour should it occur. In an environment where respect is central, loss of respect or disapproval is a powerful sanction.

Our use of fair sanctions is characterised by certain features:

- It is always made clear why the sanction is being applied;
- It is always made clear what changes in behaviour are required to avoid future sanctions;
- It is the behaviour rather than the person that is punished.

Where behaviour is causing repeated concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action to deal with the problem. Any further disciplinary action required will be discussed with the parents.

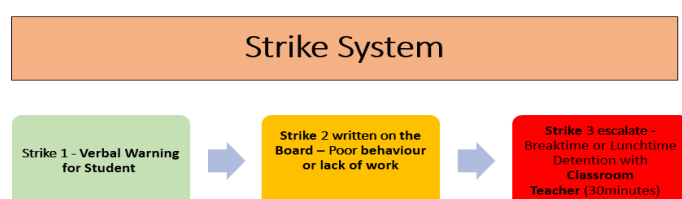
Sanctions and strategies may have to be changed or modified to cover unexpected behaviour or situations e.g. on a school visit.

4. Sanctions

Unacceptable behaviour will be addressed using the sanctions below, which teachers and tutors will apply according to their best judgement of the case. Pupils must always be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff should always be consistent in the application of sanctions, which should be given calmly and reasonably.

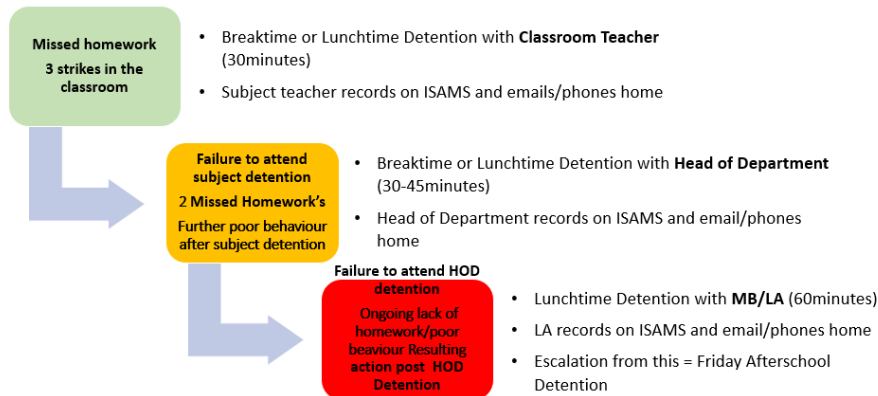
Before using official sanctions teachers should employ sensible early-stage strategies to manage behaviour, for example (but not exclusively)- moving seat in class, speaking with pupils informally and providing warnings to improve their behaviour before escalating to a formal sanction; teachers may use a system such as a name being written on the board before escalating or a tutor would give a warning if a pupil is late once, before escalating to a detention. Problems with homework will also be tracked and escalated.

The usual pattern to follow is:



The escalation is as follows:

Sanction Pathway



NB If a pupil fails to attend a detention the tutor will be informed by email and should follow it up and take appropriate action. Generally this will incur a further escalation of sanction.

Usually, after three lunchtime detentions a parents meeting will be called by the tutor as the next step is Friday after school detention (and that can only be escalated to suspension).

These are only guides and any behaviour deemed more serious can be awarded a higher level sanction at any stage; Friday detention and above can only be set by leadership and any form of exclusion only by the Head in consultation with the Executive Head.

Teacher Detention: generally awarded for repeated poor behaviour or inadequate/missing work, typically following a warning. Pupils may be asked to stay behind at lunchtime or break to complete or repeat work or do work related to core values. This will be supervised by the teacher awarding the detention.

Lunchtime Detention: generally awarded for teacher detention or a more significant behavioural issue. Pupils may be asked to stay behind at lunchtime or break to complete or repeat work or do work related to core values. This will be supervised by a member of leadership.

Friday Detention: generally awarded for instances of unacceptable behaviour. This may be repeated low-level disruption following warnings and other strategies or a single instance of more serious negative behaviour. Friday detention takes place at 4.30pm and lasts one hour. Pupils are given tasks by the senior leadership running the detention. When a Friday Detention is awarded the tutor should be in touch with parents to set a meeting with leadership to discuss and agree a joint strategy to address the behaviour.

A minimum of 24 hours' notice should normally be given for any after-school detention. Staff must consider in all cases whether the behaviour of a pupil gives cause to suspect that a child (including the pupil) is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff

should follow the Safeguarding and Child Protection Policy and procedures. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether a multi-agency assessment is necessary.

Appendix 1: Fulham Senior School Community Code of Conduct

Fulham Senior is a positive community built on mutual trust and respect. In general, specific rules are kept to a minimum: where pupils make mistakes or engage in negative behaviour staff respond firmly, kindly and consistently, taking into account individual circumstances. The focus is always on upholding Fulham Core Values, Health and Safety and the Rule of Law.

In addition, teachers may give notices or instructions for pupils to follow and these must be respected. In general:

Attendance, dress, possessions

The school opens at 8.15am. Where pupils are at school for an earlier activity such as choir the member of staff responsible will allow access as appropriate. Pupils should not enter the main building until 8.20 earliest, though exception will be made in wet weather. All pupils register in forms by 8.30am latest. Any late arrivals after registration (9:00am) must sign in at reception.

Pupils are dismissed at 4.20pm. All pupils should have left school grounds by 4.40pm unless part of a club or sporting activity, in which case they will be supervised by a member of staff.

Pupils should always attend smartly dressed in the correct uniform.

Hair must not be of an unnatural colour, and hair-cuts should be sensible and moderate. Loose hair must be tied back whenever required by staff, for example during science practicals and PE.

Pupils may not wear jewellery. Where pupils have pierced ears only plain studs or simple rings may be worn; these must be covered or removed before PE, as must watches. Students with multiple ear piercings may be asked to remove some or all the piercings. Other piercings are not generally permitted though where jewellery is worn for cultural or religious reasons flexibility will be shown where appropriate.

Any make-up worn must be moderate and discreet; tutors may require pupils to remove excessive make-up. No nail varnish or temporary or permanent tattoos are permitted, including henna.

All possessions should be clearly named. Pupils remain responsible for the tidiness of all possessions, including bags and coats, throughout the school day.

Mobile and electronic devices

Fulham School recognises and values the use of technology in the classroom and operates a BYOD (Bring Your Own Device) policy. Pupils are encouraged to have a laptop or tablet with them and teachers will promote their creative use within the classroom. On occasion teachers may require

devices not to be used at their discretion.

Pupils in Year 9-11 may bring mobile phones to school, but these must be handed to the teacher at the start of each lesson. Smart watches may be worn but their notification functions should be turned off. Sixth Form may retain phones during lessons but these will be confiscated if used in class.

Phones should be clearly named, and pupils are recommended to use lock screens and 'find my phone' features as well as keeping a record of the serial number. The use of cameras/filming equipment is not allowed in toilets, washing or changing areas. Devices should never be used by pupils in a manner that may offend or cause upset, including taking images of others or posting images of others without consent. The misuse of devices including negative online interactions is always taken seriously and the Anti-Bullying Policy and ICT Acceptable Use Policy may apply.

Fulham Senior encourages the sensible and moderate use of devices. Their use is not permitted in the social space such as over lunch or whilst walking along, which is intended for face-to-face interaction, nor in any areas of the school shared with prep pupils.

Respect for the environment

All pupils should respect the environment of the school and help to keep it tidy. Food should only be eaten in the dining room. All members of the community share a responsibility to preserve the buildings and keep them in good order.

Deliberate damage to school property will always be treated as a serious disciplinary issue.

Representing the school

All pupils are expected to follow these principles whenever representing the school. This applies: whenever pupils are wearing school uniform; when they are in the vicinity of the school; when they are on school trips and excursions; and when they are representing the school in any way online. At all such times pupils are expected to present themselves and their school creditably and in a positive way.