



# REWARDS, STRATEGIES AND SANCTIONS POLICY

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# REWARDS, STRATEGIES AND SANCTIONS POLICY

## Rationale -

Young people achieve most when they are confident in themselves, secure in their environment and safe enough to reach for the stars, sometimes falling without success. To encourage, support and laugh together, recognising gifts and talents of individuals and the combined effort of teams is the linchpin of a positive community.

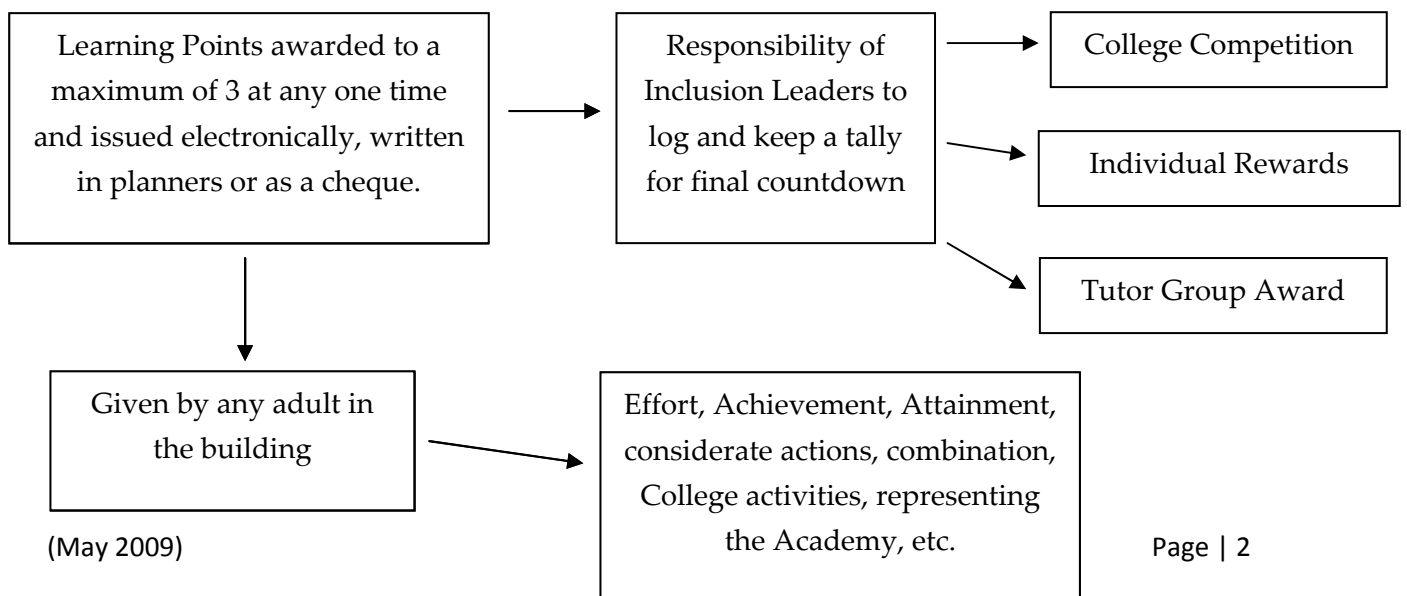
The Academy mission statement is –

The Gateway Academy will offer to everyone opportunities to develop as: high achieving, confident, healthy, caring and fulfilled members of society through:

- Excellent teaching and learning;
- Positive relationships;
- An inspiring, safe accessible and supportive learning environment;
- A curriculum that challenges and fosters learning and meets the aspirations of all students;
- Comprehensive information, advice and guidance.

In order to achieve this, the Academy will encourage all students to be aspirational, considerate, industrious and to make a positive contribution by recognising and rewarding their efforts and achievements. Success, be they academic, social, cultural or spiritual will be celebrated in a variety of ways, with an emphasis on public acknowledgements that the student is comfortable with both in and outside of the learning environment. The Academy seeks to achieve this using a a stepped model broadly based on Learning Points which are exchanged for tangible rewards and by having Achievement assemblies termly at which certificates will be liberally awarded to as many students as possible. These are supported by Achievement and Attainment boards and by sending postcards home in both subject and College contexts.

## Individual –



## Rewards

Academy Awards are earned by students throughout their Academy career. They are obtained by gaining learning points which can be given by any adult in the Academy to reward students for good work, behaviour, effort, punctuality, citizenship etc. Learning points will be converted to Academy Awards at The Learning Exchange, which will take place in the end of half term College celebration assembly. Learning points stay with the student as they progress through each year and are exchanged as each level is achieved. Students choose one from the four categories.

### Points = Academy Awards

#### The Learning Exchange –

	Individual	Phone Accessory	Group	Book
250	Hat Stationary	£10	Cinema x 2	£10
500	MP3 Player	£25	Pizza Hut x 4	£25
1000	iPod Shuffle	£50	Hollywood Bowl x 4	£50
2000	Digital Camera	£75	Ticketmaster Voucher (£75)	£75

#### College -

- Inter-College competitions held by various subjects throughout the year
- College Challenges held twice a term, with 6 cups being won as part of an overall College achievement presentation
- Charity efforts – Learning Points for numbers of students taking part, money raised, positive contributions

#### Academy –

The Gateway Challenge is designed to celebrate achievements and attitude and is an off-site trip for all those who meet the challenge of a whole year of –

- 91% attendance
- Good behaviour
- Good Home Learning
- Good Uniform

#### Attendance –

Good, sustained or improved attendance is recognised and celebrated at 3 levels –

1. The 100% club postcard draw for £5 voucher in assembly
2. Each postcard achieved goes into a half-termly draw
3. A termly draw

Each College has its own draw with an increasing scale reward.

For students achieving 100% attendance in total there is recognition and reward in the Academy prize giving evening held in the Autumn Term and at the end of Year assembly in July.

## Individual Recognition –

- All positive and noteworthy actions deserving praise and recognition should be recorded on a Positive Referral Form (see appendix 1) and forwarded to Inclusion Leaders. A copy may be sent home if appropriate.
- There are students nominated from each College as students of the term and then students of the year.
- The Jack Petchey Award is also a means of recognising achievement as determined by the Academy community on a monthly basis.
- Praise is used and the student rewarded daily by the form tutor for having the correct uniform, the appropriate equipment and for being punctual
- There is a Chair of Governors Award, presented to students who have made improvements in attitude and behaviour.

Around the Academy within each College area we endeavour to publicise and celebrate success and achievement and the College office teams contact parents regularly to praise student efforts. The use of a positive day card also highlights good or improved attitude and contribution on a daily basis.

Use is also made of our VLE, with links to our plasma screens, newsletter, About Tilbury and Chadwell publication and the local press to share our successes and achievements. There is a weekly College newsletter which goes out to each tutor group filled with encouragement, praise and student highlights.

## Sanctions –

In order to have an impact, these must be applied consistently and fairly in line with the Academy requirements. Expectations are publicised and promoted by all staff in all rooms and by Heads of College in assemblies. They are neither unreasonable nor prohibitive but designed to allow the community to be safe and function effectively. Built around respect and consideration for all members of the learning environment, they are staged and underpin the value of and the need for learning experiences to be a priority.

### In the classroom –

The teacher should apply the Behaviour for Learning Strategies agreed in the Behaviour policy. At this stage, when issuing a detention follow the procedures agreed (see Appendix 2). If a student is failing to respond, call for Advocacy to attend (see Appendix 3) and complete the appropriate Referral Form (see Appendix 4). Parents should be informed as soon as possible in order that we can work together to prevent further breakdown of the learning environment. Heads of Faculty (HOF's) and Heads of Department (HOD's) will support subject staff for classroom misdemeanours, liaising with Heads of College (HOC's) and their Line Manager for continual or serious breaches of the behaviour code.

Around the Academy, sanctions apply to actions which do not support a positive learning culture; these include –

- Failing to attend a detention
- Defiance
- Abusive language or behaviour
- Fighting

- Bullying
- Graffiti
- Truancy
- Smoking

These are managed by the HOC's who employ sanctions such as –

- Community service
- Loss of privilege
- Meetings with parents
- HOC's detention
- Report cards

In certain circumstances, the school will exclude students in response to acts of behaviour, which present an immediate threat to health, safety and the reputation of the Academy. **In these circumstances the Vice Principal Inclusion should be informed immediately.**

**These circumstances include but are not limited to –**

- Bringing, using or being in possession of illegal substances in school
- Threatening or assaulting another student or any member of staff
- Refusing to accept the authority of the school
- Being in possession of an offensive weapon
- Committing a criminal offence

**Punctuality –**

Punctuality is a priority and late arrivals to the morning session are detained on Friday afternoon (week 1) and Thursday afternoon (week 2). Process – gates close at 8.15am and there is a sliding scale of increased time loss until 9.15am when 1 hour is reached. Students who are regularly late receive warnings from the Attendance Officer and letters home informing parents of their statutory obligation. Register closes at 8.45am. Non-attendees at this detention are collected on a Wednesday afternoon to recover the time.

**Governors' Panel –**

The Governors' Panel is a group of up to three governors (including the Principal) who meet with a student and their parents if the student is demonstrating a potential for exclusion. It is designed to provide another strategy to help the student to address their behaviour. Governors will decide on one or more strategies such as mentoring or observation and will monitor the student's progress.

**Monitoring and Evaluating the Policy –**

The Vice Principal (Inclusion) has the primary responsibility of the implementation and review of the rewards and sanctions policy. The effectiveness of the policy will be monitored through quantitative data and qualitative information.

<b>Quantitative</b> Half-termly analysis of:	<b>Qualitative</b> Half-termly feedback from:
Rewards issued	Student Voice
Referral forms filled in	Staff
Advocacy in attendance	Parents survey from consultation evenings
Reflection zone	Visitors
Fixed term exclusions	Inclusion panel
Permanent exclusions	
Detentions issued and completed	
Punctuality detentions	

## Appendix 2

### Setting Detentions / Catch-Up Detentions

- You are able to keep a student for 10 minutes at the end of the day without any notice.
- An after-school detention requires 24 hours' notice unless you contact the parent and obtain their permission. You may just give verbal direction or write in the student's planner on the date of the detention. You should insist that the student shows their planner to their parent.
- You must enter all after-school detentions in the file held in the staffroom. This will provide the opportunity for you to indicate if the Advocacy Team should collect the student (this is also a good source of data to track behaviour trends).
- All students on detention should go to the Main Hall where they will be collected by the member of staff setting the detention (or a nominated member of the department).
- If you give a break or lunchtime detention, 10 minutes should be allowed for the student to get something to eat.
- **Do not give detentions to a whole class. This punishes those who have behaved well and are on your side.**
- Do not send students out of the lesson for bad behaviour (a maximum of a 5 minute 'cool down' is permissible on rare occasions).
- Try to make a distinction between a detention for poor behaviour and Catch-Up which is used to support a student with an aspect of work. This should not be viewed as a punishment.

## Appendix 3

### Guidance Notes for Inclusive Practice

#### Advocacy

In using the Advocacy system it is important that we are as consistent as possible in its application. Try to avoid personalising it to a student and implement the process with as much continuity as possible. These guidance notes accompany the diagram and the agreed process attached.

- If you have exhausted the behaviour for learning strategies you have at your command, and have issued a detention, request Advocacy support by sending a trusted student to the Advocacy Room with a note to this effect.
- The Advocacy team colleague will attend your classroom as quickly as possible and make an assessment of the situation and then attempt to seek a solution which keeps the student in the classroom.

- The Academy will not tolerate the following behaviour:

*Direct verbal or physical abuse towards a member of staff*

*Violent or dangerous behaviour*

*Students will be removed to the Advocacy Room immediately.*

- The Advocacy team colleague will consult with the HoF or HoS to seek a solution if possible.
- Should a student be placed in the Advocacy Room, the Advocacy team will supervise him or her for no more than two lessons, returning the student with a Day Card to monitor conduct for the remainder of the day.
- A student demonstrating need beyond this level of respite will be discussed with the Inclusion Leader and action agreed. The Vice Principal (Inclusion) will be contacted if necessary.

*Students found out of lessons will be returned to the appropriate teacher who should issue a detention in the normal way to make up the time. An advocacy form must be completed outlining action taken by both the Advocacy team colleague and the subject teacher.*

The Advocacy Room is a short term time out provision and access to it is via the Advocacy team colleague in the first instance.

#### Calling the Advocacy Team

Students should not be sent out of a room. If a student's behaviour is so poor that they are seriously affecting the learning or safety of others the Advocacy Team should be used. The procedure for this is as follows.

- The teacher should seek the support, where possible from the HOD in the first instance who will deal with the incident.
- Teachers should work together in their areas to make provision if the HoD is not available.
- If this fails to deal with the issue, or if the HoD is not available, contact the Advocacy Team via the Advocacy Office.
- The Advocacy Team will either deal with the student and reintegrate into the lesson or take the student to the Advocacy Room. It is the responsibility of the Advocacy Team to say how long the student will stay in the Advocacy Room, usually one period.

- **NB. The Advocacy Team should not be called until normal warning strategies have been exhausted (this will include setting a detention). The teacher must follow this process with a detention which will provide the student with the opportunity to complete the work that they have missed and to repair the relationship.**

### **The Reflection Zone**

This is a pre-exclusion facility which will be used prior to a time out at the Jack Lobley Centre to pre-empt fixed term exclusions. It will be used as part of a programme to try to prevent students having to be removed from the Academy in any way. It will give time and space for reflection/discussion/compromise. Students will attend on a flexible timetable and not socialise with other students in the first instance. A student will spend no more than 5 days in the resource at any one time. Access to the facility will be at the discretion of the Vice Principal (Inclusion) as part of a planned intervention programme with discreet staffing and a bespoke curriculum targeting the needs of the individual student.