

|                                                                                   |                                                                                                                                      |                                                                     |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|  | <p style="text-align: center;"><b>Castlederg High School</b></p> <p style="text-align: center;"><b>Positive Behaviour Policy</b></p> | <p>Implemented 1st September 2026<br/>Date of Review: June 2030</p> |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|

## Mission Statement

Castlederg High School offers a warm, supportive caring environment, based on sound Christian values, in which we recognise and value each individual pupil at the heart of everything we do. In a climate of mutual respect, we endeavour to work together inspiring our young people to achieve personal excellence through a consistent effort to meet expectations that are both realistic and high. With excellent achievement, our pupils are empowered to embark on a successful future as confident and responsible citizens.

## Principles

**Safety** – We act responsibly to keep ourselves and others safe at all times.

**Respect** – We value differences and treat people, property, and our environment with care.

**Responsibility** – We take ownership of our actions and the choices we make, understanding that choices have consequences. Good choices result in recognition and reward, poor choices lead to sanctions, and where necessary, additional support.

**Care and Support** – We look after one another by offering help, encouragement, and understanding whenever it is needed.

**Co-operation** – We work together respectfully and listen to each other so that everyone can succeed.

**Determination** – We keep trying our best, even when things are challenging.

**Excellence** – We strive to achieve our highest potential in everything we do.

**Kindness** – We treat everyone with warmth, empathy, and compassion.

**Resilience** – We stay calm, bounce back from setbacks, and keep moving forward.

**Honesty** – We tell the truth and act with integrity, even when it is difficult.

**Fairness** – We treat everyone fairly, with justice and consistency.

## Aims

The primary aim of Castlederg High School's Behaviour Policy is to promote a safe, well-ordered, caring, and inclusive environment. Safety is paramount. All members of the school community must work collaboratively to promote the highest possible standards of conduct and to foster educational

excellence. As such, all pupils are expected to aim to meet the school's required standard of good behaviour, and staff and parents/carers have a responsibility to encourage them to do so.

The school is committed to ensuring that all pupils—including those with Special Educational Needs and Disabilities (SEND)—are supported. Reasonable adjustments will be made, where deemed necessary, to give equity of access in aiming to meet the expectations of the school behaviour policy.

Sanctions will still apply where the required standard of behaviour is not met; however, a balanced approach will be undertaken with the following methods of support being implemented, as deemed necessary, alongside the required consequences administered fairly in line with this policy:

- Implementation of Personal Learning Plan/review of existing Personal Learning Plan
  - Request for Involvement with Education Authority SEN Local Impact Teams (SEN LIT) – following an assessment based on the needs identified by the school and the EA LIT Moderation Panel, the pupil may be offered the most appropriate pathway of support as follows:
    - Pathway 1 – Early Advice and Guidance (guidance to support the team around the child)
    - Pathway 2 – Partnered Support (targeted advisory support for a specific child)
    - Pathway 3 – Intensive short-term support for a named child or young person.
- EA SEN LIT provision can involve other professionals and organisations including educational Psychology etc
- Counselling
  - Education Welfare Service (EWS)
  - Multi Agency Support Team Meeting (MAST)
  - Education Other than at School (EOTAS)

## Objectives

1. To set clear, consistent expectations for behaviour

Establish and communicate behaviour standards that are easily understood by all pupils, staff, and parents, ensuring a safe, calm and purposeful learning environment.

2. To promote positive behaviour through a whole-school approach

Encourage respectful, responsible, and cooperative behaviour by recognising and reinforcing positive conduct across all areas of school life.

3. To ensure behaviour expectations are inclusive and accessible by making reasonable adjustments and offering support, where possible, for pupils with Special Educational Needs and Disabilities (SEND) so that behaviour expectations are fair, achievable, and consistently applied.

4. To facilitate the fair application of consequences and, where necessary, support, by investigating reported incidents of unacceptable behaviour, at the earliest possible opportunity, to establish the facts of the matter. The pupil's voice will be heard and other available sources of evidence used, to assist in determining the true nature of the situation, as far as possible. If a pupil denies exhibiting a

particular behaviour, but it has been witnessed by a member of staff, they will be deemed culpable for the incident and liable to accept the consequences. The school will not undertake investigations or create additional administrative burden beyond that which is necessary to establish a clear understanding of the circumstances of a behaviour incident, to the satisfaction of the Principal.

5. To support pupils in understanding and improving their behaviour.

Use restorative approaches and targeted interventions to help pupils reflect on their actions, learn from mistakes, and develop self-regulation skills.

6. To work collaboratively with parents, carers, and external agencies

Ensure effective communication and partnership-working with families and relevant professionals to support pupils' behavioural, social, and emotional development.

7. To maintain a safe, orderly, and respectful school environment

Ensure that staff respond promptly and effectively to incidents of poor behaviour, safeguarding all pupils and seeking to maintain high levels of respect and wellbeing within the school community.

8. To monitor, evaluate, and improve behaviour systems regularly

Use data and feedback to track behaviour patterns, evaluate interventions, and adapt strategies to ensure continuous improvement in the school's behaviour culture.

## **Rights and Responsibilities**

### **Pupils**

#### **Rights**

1. To be safe and to feel safe
2. To be educated in a positive learning environment.
3. To have access to appropriate toilet facilities.
4. To have social/recreational space in which they feel safe and comfortable.
5. To be treated fairly.
6. To learn how to socialise positively with other pupils
7. To learn how to behave appropriately in society.
8. To be treated with respect by everyone in the school community.
9. To be rewarded for positive behaviour.

#### **Responsibilities**

1. To come to school on time.
2. To follow the rules of the school.
3. To keep themselves and others safe.
4. To show respect to all members of the school community.
5. To come to class on time.
6. To come to class with their schoolbag and the correct equipment.
7. To come to class with a positive attitude and be ready to learn.
8. To complete all tasks to the best of their ability, and ask for help, if needed.
9. To develop independence.

10. To manage their emotions.
11. To complete homework on time to the best of their ability.
12. To stay on the school site and not go out of bounds.

## **Parents**

### **Rights**

1. To expect their child to be safe.
2. To expect their child to be educated in a positive learning environment.
3. To be informed of their child's progress.
4. To request an appointment.
5. To be heard if they have a complaint.
6. To be treated with respect.

### **Responsibilities**

1. To ensure their child attends school, including trips
2. To send their child to school properly prepared to learn with a schoolbag and the correct equipment.
3. To ensure their child comes to school in a clean and tidy manner wearing the correct school uniform.
4. To support their child by communicating an expectation of best behaviour and effort in learning while they are in school.
5. To support their child's learning
6. To ensure their child is prepared and supported in preparation for exams.
7. To encourage their child's involvement in extra-curricular activities.
8. To sign their child's homework diary for Friday of each week.
9. To be respectful towards all school staff.
10. To inform the school of any change of circumstances, either social or medical.
11. To immediately report concerns or suspicion of a breakdown in relations between pupils outside of school or online that may escalate in school resulting in inappropriate behaviour.
12. To sign a Behaviour report, Homework report or Lateness report, on the evening of the day when it has been in place and ask their child to return it to the relevant teacher the next school day.
13. To support school policies.
14. To accept that the school when applying sanctions is responding in the best interests of their child by reasserting boundaries as a support to promote positive behaviour.
15. To cooperate with arrangements for sanctions applied by the school for their child's inappropriate behaviour, and explore other possible supports with relevant school staff, where necessary, as a combined response between home and school creates a stronger foundation for positive behaviour, in the best interests of the child.
16. To inform the school of reasons for their child's absence, and return any other correspondence, as required.
17. To attend parent-teacher meetings and any additional meetings with the Head of Year, Senior Teachers, Vice-Principal or Principal, when requested.
18. To avoid taking their child out of school for holidays during term time.
19. To play an active role in the school community.

## **Staff**

### **Rights**

1. To feel safe in all areas of school.
2. To feel valued and supported.
3. To be treated fairly.
4. To be treated with respect by colleagues, parents and pupils.
5. To have concerns addressed.
6. To be informed of a pupil's change of circumstances.
7. To have an effective positive behaviour policy which is implemented fairly, consistently and in a timely fashion.
8. To have regular whole school meetings to receive pupil updates and discuss concerns.
9. To be informed on a need-to-know basis of a sanction if directly involved in an incident with a student who breached the positive behaviour policy
10. To receive updated support plans, where necessary, in response to the outworking from a pupil's inappropriate behaviour.
11. To be supported by strong, effective leadership.

### **Responsibilities**

1. To be prepared for every class and deliver lessons that engage, motive and enable individual pupils to progress in their learning.
2. To take account of requirements stated in Personal Learning Plans, and in pastoral/safeguarding updates.
3. To set written work for cover classes.
4. To be professional and maintain confidentiality.
5. To treat pupils, parents and colleagues with respect.
6. To support colleagues
7. To implement all school routines and policies.
8. To keep up to date with subject-specific knowledge.
9. To complete reports in a timely fashion.
10. To sign pupils' organisers.
11. To be positive role models.
12. To recognise and reward positive behaviour.
13. To adopt a restorative approach as well as implementing consequences for inappropriate behaviour.
14. To be present and punctual for supervision duties.
15. To record all behaviour issues on SIMs Behaviour

## **Core Expectations/School Rules**

All pupils should be:

- Respectful
- Responsible
- Ready to Learn

## **Pupil Code of Conduct**

(These rules stem from our overarching rules/core expectations above.)

### **1. Bringing the Correct Equipment**

- Arrive to school each day with a schoolbag and the equipment needed for learning, including pens, pencils, books, planners, and any subject-specific items.
- Equipment should be kept in good condition and used responsibly.
- Being prepared shows respect for learning and helps lessons run smoothly.

### **2. Attendance and Punctuality**

- Attend school every day unless ill or authorised to be absent.
- Arrive on time for school and each lesson. Punctuality is essential to avoid disrupting learning.
- Stay on school premises for the duration of the school day, unless authorised to leave early.
- Provide a signed parental note stating a reason for absence on return to school, if the parent has not already emailed the school or made telephone contact to explain the reason for absence.
- Persistent lateness or absence will be followed up in line with school policy.

### **3. Uniform**

- Wear the full school uniform with pride in your identity as a pupil of Castlederg High School.
- Uniform must be clean, tidy, and worn correctly according to school expectations. Maintaining a high standard of uniform helps set a positive tone for behaviour and learning.

### **4. Moving Around the School**

- Walk calmly and safely on the left-hand side of corridors and stairs.
- Be aware of others, avoiding pushing, shouting, or blocking pathways.
- No one should be in out of bounds areas, including the English and Science corridor at lunchtime.

### **5. Entering and Exiting the Classroom**

- Line up quietly outside the classroom and wait to be invited in.
- Enter calmly and take your allocated seat assigned by your teacher.
- Get your equipment out quickly.
- Be ready and willing to learn.
- At the end of the lesson, push in your chair when you are being dismissed by the teacher.

### **6. During Lessons**

- Listen carefully, follow instructions, and engage positively with learning by doing your best.
- Show respect by allowing others to work without disruption.
- Avoid shouting out – raise your hand to respond to questions or to gain the teacher's attention.
- Complete all tasks to the best of your ability and ask for help appropriately.
- Take pride in the presentation of your written work and follow the set guidelines.
- Stay in your seat unless given permission to move.

- Put any rubbish in the appropriate bin.

## **7. Use of Technology**

- Mobile phones and personal devices should be switched off and kept out of sight unless a teacher allows them for learning purposes.
- School computers and tablets must be used responsibly, following e-safety rules.
- Any misuse of technology, including taking photos/videos without consent, is not permitted and will be sanctioned.

## **8. Break and Lunchtime**

- Treat shared spaces (playground, cloakrooms, toilets, canteen) respectfully.
- Use food appropriately in the canteen, clear and wipe your table.
- All rubbish should be put in the bin.
- Play and socialise safely, including using equipment sensibly.
- Follow staff instructions promptly.
- Collect bags, in a timely manner, so you arrive to your next lesson on time

## **9. Interactions with Staff**

- Always be polite, respectful, and cooperative.
- Follow instructions the first time they are given.
- Use appropriate language and tone when speaking to adults.
- Show courtesy, such as holding doors or offering help, where appropriate.

## **10. Interactions with Other Pupils**

- Treat everyone with kindness, respect, and fairness.
- Bullying, teasing, or exclusion of any kind will not be tolerated.
- Racism, sectarianism or homophobia are strictly forbidden.
- Resolve disagreements calmly or seek adult support, when needed.
- Celebrate differences and support each other's success.

## **11. Using the Toilets**

- Use toilets sensibly, keeping them clean and tidy.
- Toilets should be used before school, at break and lunchtimes and after school.
- In the exceptional circumstance of needing to use the toilet during a lesson, go up to the teacher's desk and ask for permission quietly.
- Avoid socialising in toilet areas.
- No food is allowed in the toilet areas.
- One pupil per cubicle.
- Respect others' privacy.

## **12. Good Basic Manners**

- Use polite language such as please, thank you, and excuse me.
- Step aside to allow staff and visitors to pass.
- Hold doors open for staff and visitors.

### **13. Getting on the Bus**

- When the bus arrives, line up safely and wait for staff instructions.
- Board the bus calmly and take your seat quickly.
- Remain seated and behave respectfully during the journey.
- Follow the driver's instructions and look after your belongings.

### **14. Representing the School Off Site**

- Wear school uniform correctly in the local community, or when representing Castlederg High School on trips, visits etc out of school.
- Display a high standard of behaviour that includes safe responsible conduct, good manners, respect and positive interactions with others.

## **Roles and Responsibilities**

The following roles and responsibilities are defined for the purpose of administering the Positive Behaviour Policy.

### **Subject Teacher**

Be available to receive pupils and start lessons on time.

Meet and greet pupils at the classroom door and seek to establish positive relationships during the lesson.

Take the class register.

Have high expectations and display good classroom management that is consistent in approach.

Deliver well-planned lessons building on prior knowledge and suitable to individual pupil needs.

Use rewards and recognition system.

Monitor progress regularly and comment on the annual report.

Be supportive and understanding of the pupils, and implement the Personal Education Plan, where applicable.

Praise positive behaviour regularly.

Follow the Time Out procedure, if necessary, by sending the pupil to the Study Supervisor who will record the reason for Time Out that is provided. Follow up with restorative practice.

Inform the Head of Department of repeated behavioural issues.

Oversee detention for non-completion of homework or unapproved lateness to class, recording the matter in the Pupil Organisation, and for lateness, also recording it on SIMs.

Record on SIMS if a pupil has been out of class to go to the toilet.



Inform the office, and email the Head of Year, if a pupil doesn't turn up for After School Detention while you are the supervising teacher.

### **Learning Support Assistant**

Be in class when timetabled.

Be punctual.

Accompany pupils if they are waiting outside the classroom.

Acknowledge the teacher at the start of the lesson.

Address the teacher as Mrs \_\_\_\_\_, Miss \_\_\_\_\_, Mr \_\_\_\_\_.

Be prepared to get involved e.g. giving out books, equipment etc unless a designated pupil's needs require a different approach e.g. a pupil may require support to become settled.

Reinforce the teacher's expectations quietly without disturbing the class. Do not interfere with discipline or the teacher's authority in the classroom e.g. giving permission to go to the toilet or telling the class to be quiet. If the class is being managed by a substitute teacher they may appreciate some extra insight from a Learning Support Assistant on seating arrangements, pupil's routines etc.

Inform the teacher, discretely and at an appropriate time, of any significant pupil misbehaviour. The teacher will make a judgement on whether to deal with the matter immediately or at a later time.

Inform the teacher, and the Learning Support Co-ordinator, if a pupil uses abusive language directly towards you.

Support assigned pupils but also help other pupils in class when appropriate, always giving priority to the needs of pupils with Special Educational Needs.

Use initiative and help pupils appropriately once you are familiar with the classroom routines.

Make every effort not to talk over the teacher, or have your designated pupil speak aloud to you, when the teacher is addressing the class.

When working one-to-one with a pupil maintain a low voice.

Check that designated pupils, and any other pupils who may require such support, have written the homework into their organizer.

Be non-judgemental about views expressed in class or group discussion.

Maintain a professional relationship and do not be overly familiar with the pupils.

Guide and support pupils towards as much engagement and independence in learning as possible – eg. do not answer questions the teacher is directing towards them, encourage them to contribute or interact in group work without telling them what to say.

Communicate your designated pupil(s) needs, progress, or current challenge to the teacher when/if the opportunity arises.

Maintain confidentiality.

### **Study Supervisor**

Create the expectation of a positive environment for study for sixth form pupils, monitor their attendance, and report concerns to the sixth form pastoral team, as appropriate.

Supervise pupils who are sent to Time Out and email the relevant Principal, Vice-Principal, Head of Year and Form Teacher, as soon as possible, to notify them of the details of a pupil's Time Out.

To inform the Head of Year and Vice-Principal if a pupil is defiant in Time Out so an appropriate plan can be put in place.

### **Head of Department**

Provide appropriate schemes of work as a point of reference for subject teachers' lesson planning.

For practical subjects, ensure all teachers in the Department follow the same procedures.

Be supportive and encouraging to members of the Department.

Offer support and guidance on behaviour management to teachers in the Department.

Maintain good communication with teachers in the Department, and colleagues in the pastoral chain.

Ensure teachers within the Department are using the reward and recognition system.

Consult with the relevant Head of Year, if a pupil is presenting with persistent behavioural issues.

Liaise with parents in relation to pupil input, exam entries etc.

### **Form Teacher**

Develop and maintain a good relationship with each pupil.

Do a weekly check that pupils have all required equipment.

Have a follow up discussion with any pupil who was in Time Out. (Form Teacher to be notified of Time Outs).

Complete the Register accurately and on time.

Collect Reasons for Absence Notes and Record on SIMs.

Monitor pupils' attendance and phone home on the third day of absence, if no reason has been provided.

Have good communication with parents, and record key points of the discussion, regarding attendance, lateness, homework or uniform issues. After two issues the Year Head will also make contact home.

Check and sign Pupil Organisers each Friday morning.

Check uniform report cards and late cards.

Arrange and supervise Form Teacher Detention for pupils with 3 missed homework.

Refer pupils to the appropriate member of staff, if they require additional pastoral support. Eg school counsellor

Develop and maintain good communication with the Head of Year, keeping them up to date with significant issues, and seeking advice and support, as necessary.

Reward pupils, including making nominations for those to receive awards at whole school level.

Complete Form Teacher comment on pupils' annual school report.

### **Head of Year**

Lead and support a pastoral team of form teachers, maintaining regular ongoing contact with them and monitoring their implementation of the Positive Behaviour policy.

Monitor pupil's attendance, punctuality, uniform, behaviour etc. and address concerns, as necessary.

Chair pastoral team meetings for the year group, and forward minutes to the Vice-Principal

Aim to develop good relationships with pupils in the year group, demonstrating high expectations for their behaviour, instilling the reality that choices have consequences while showing empathy and understanding and aiding restorative practice.

Lead a meaningful and relevant Year assembly on a rota basis.

Contact a pupils' parents after a form teacher has made two phone calls about an issue.

Monitor attendance of the Year group, passing the names of pupils whose attendance is a cause for concern, and information on home contact made, to the Designated Teacher for Child Protection for referral to the Education Welfare Service.

Monitor that restorative conversations are taking place between subject teacher and pupil, and Form Teacher and pupil, following Time Out.

Do regular classroom check-ins to create a culture of high expectation for good behaviour and to offer support, as necessary.

Investigate behaviour incidents appropriately to establish the key facts. Liaise with Vice-Principal for advice and support in response to significant behaviour issues.

Respond to parental concerns within the Year group, whether through phone contact or face-to-face meetings, offering insight and support, as deemed necessary.

Establish strong links with the SENCO, Safeguarding Team and Senior Leadership Team, as necessary to develop a shared understanding of an individual pupil's profile, when required.

Input to Bullying Concern Assessment Form (BCAF) procedure in liaison with the Vice-Principal.

Time Outs – monitor and arrange After School Detentions for three Time Outs by making parental contact and putting the pupil on Behaviour Report.

Lateness - address issues of persistent lateness referred by the form teacher.

Use of Toilet - monitor pupils' footfall to the toilet during class time and address any issues of concern.

Mobile Phone Policy Breaches – contact parents to inform them that their child's mobile phone has been confiscated and is available for collection in the school office.

Reward pupils for excellent behaviour.

Attend Return to School Meetings, as required.

Complete Head of Year comment on pupils' annual school report.

### **Senior Teacher**

Have a strong presence around the school to encourage positive behaviours in students, enforce agreed rules and routines, and show support to staff.

Cover lunchtime supervision, VP detention or respond to a behaviour incident, if needed, by VP/Principal.

Do classroom check-ins, when possible, to create a culture of high expectation for good behaviour and to offer support, as necessary.

### **SENCo**

Advise teachers on strategies to support students whose behaviour is linked to additional learning needs through individual discussion, pupil centred meetings, liaising with form teacher, Year Head and VP.

To create, update and communicate Personal Learning Plans, to all stakeholders, as necessary.

To work with outside agencies to request support for individual pupils, as necessary.

To attend MAST meetings, as necessary.

To liaise with the Vice-Principal, and Designated Teacher for Child Protection in matters relating to risk assessment and behaviour support, as necessary.

### **Children Looked After Co-ordinator**

Liaise with the Principal, Vice-Principal, SENCo and/or DTCP, carers, social services and student who is a child looked after, as necessary, in line with the Positive Behaviour Policy.

## **Designated Teacher for Child Protection**

Oversee completion of Risk Assessments and Risk Reduction Action Plans, as necessary, and in collaboration with the SENCo and Vice-Principal.

Make pupil referrals to the Education Welfare Service, and collaborate with the Education Welfare Officer, as necessary.

Liaise with outside agencies pertinent to Safeguarding and Child Protection, eg. Social Services, Action For Children, where relevant, to seek a joined-up response to support pupils whose behaviour is a significant cause for concern and additional support needs outside of school are deemed necessary.

To attend MAST meetings, as necessary.

## **Vice-Principal**

Have a strong presence around the school to set the standard of high expectations for good behaviour and show support to staff.

Deliver purposeful whole school assemblies reinforcing high expectations of good behaviour, personal growth, core values and the importance of achieving personal excellence for future success

Ensure consistent implementation of the behaviour management policy.

Do regular classroom check-ins to create a culture of high expectation for good behaviour and to offer support, as necessary.

Lead and support Heads of Year in their role. Chair Heads of Year meetings and provide written follow up feedback to Pastoral Team Meeting Minutes.

Liaise with SENCO, DTCP as necessary.

Support staff involved when behaviour incidents occur.

Maintain efficient and effective communication with staff and parents.

Supervise Vice-Principal Lunchtime Detentions in the Study Room.

Arrange the schedule for After School Detentions (ASD), monitor the number of pupils in ASD on a particular day, and arrange to supervise additional pupils if there are significant numbers. Otherwise, check in on the ASD to see pupils are behaving appropriately and to offer support to the supervising teacher, as necessary. Be available to respond to a request for support from the supervising teacher, should it be required.

Liaise with the Principal in regard to serious behaviour issues which may lead to suspension. Following the Principal's decision to suspend, organise a letter of suspension to be sent to parents/carers, inform parents/carers of the suspension and arrange a 'Return to School' meeting.

Chair 'Return to School' meetings, as required.

Oversee daily implementation of bus duty rota and supervision of pupils waiting for, and embarking onto, buses.

Oversee completion of Bullying Concern Assessment Forms(BCAF)

Oversee completion of Risk Assessments and Risk Reduction Action Plans, as necessary.

Chair Multi-Agency Support Team Meetings (MAST) , as required.

Make referrals to outside agencies including Education Other Than at School (EOTAS).

Liaise with the Principal on serious behaviour concerns, including behaviour incidents that have significantly impacted a staff member.

Provide factual updates on pupil behaviour and the outworking of the Positive Behaviour Policy to the Board of Governors.

Monitor and review the effectiveness of the Positive Behaviour Policy in consultation with all stakeholders and create draft revised versions, as necessary.

## **Principal**

Promote the school ethos.

Ensure the safety and wellbeing of all staff and pupils

Deliver purposeful whole school assemblies reinforcing high expectations of good behaviour, personal growth, core values and the importance of achieving personal excellence for future success.

Ensure school policies are up-to-date and enforced.

Do regular classroom check-ins to create a culture of high expectation for good behaviour and to offer support, as necessary.

Chair 'Return to School' meetings, as deemed appropriate.

Seek to establish and maintain a good working relationship with pupils, parents and staff.

Make final decisions, where necessary.

Deal with staff and parental complaints.

Oversee effective implementation and evolution of the Positive Behaviour Policy within the School Development Planning Process.

Liaise with the Board of Governors.

## **Rewards and Recognition**

### **Philosophy and Aims**

CHS believes that immediate, tangible recognition reinforces positive habits. Our rewards system relies on the **Physical Merit Card**, which puts students in charge of tracking their own achievements and encourages personal responsibility. Every merit awarded is a direct celebration of our four core school values: **Respect, Kindness, Responsibility, and a Willingness to Learn.**

## The Physical Merit Card Protocol

Every student is issued a physical Merit Card at the start of each half-term.

- **Card Custody:** Students must carry their Merit Card in their school blazer pocket or student planner at all times.
- **Lost Cards:** If a card is lost, it will be replaced by the Form Tutor. However, any previously accumulated merits on that card are forfeited to encourage personal responsibility.
- **Staff Sign-off:** Staff members award merits by physically signing an open slot on the student's card.

## Earning Merits: Our Core Values Framework

Staff award physical merits to recognise students who go above and beyond expectations. Merits are specifically categorised under the four core values:

- **Respect (1 Merit):** Demonstrating exceptional politeness, listening actively to others, caring for the school environment or valuing diverse opinions.
- **Kindness (1 Merit):** Supporting a peer who is struggling, volunteering to help staff or performing a random act of kindness within the school community.
- **Responsibility (1 Merit):** Proving you are trustworthy by driving your own progress, stepping up to help a group succeed or taking accountability for your actions.
- **Willingness to Learn (1 Merit):** Demonstrating resilience when work is challenging, asking insightful questions or completing extension tasks to expand knowledge.
- **Flawless Week Bonus (1 Merits):** Form Tutors sign one bonus slot once per week for any student presenting a clean card with zero negative behaviour logs.

## The Merit Card Escalation and Rewards Ladder

Each physical card contains **20 merit slots**. Once a card is fully signed, it is traded in for rewards, and a fresh card is issued.

[1st Full Card: Bronze Milestone] —> Bronze Certificate + Homework Pass



[2nd Full Card: Silver Milestone] —> Silver Certificate + 'Treat' + Entry into 'Termly Reward Raffle'



[3rd Full Card: Gold Milestone] —> Gold Certificate + Invitation for pupil and a friend to the Termly Principal's Reward Celebration Party



[4+ Full Cards: Platinum Milestone] —> Platinum Commendation Letter + Subsidised Spot on the End-of-Year Trip

### Validation and Whole-School Trade-In Process

To redeem rewards, students must follow the physical milestone validation process:

1. **Tutor Validation:** During morning registration once per week, students present completed cards to their Form Tutor.
2. **Card Collection:** The Form Tutor collects the completed card, registers the milestone achievement on the school network, and issues a brand-new blank Merit Card.

### Subject and Department Recognition

In addition to the whole-school points system, academic faculties operate independent recognition tracks:

- **Positive Postcards:** Subject teachers will distribute physical postcards for pupils to take home to celebrate students who demonstrate sustained enthusiasm or outstanding project work.
- **Department Stars of the Term:** Each department nominates two students per year group every term. Nominees receive a certificate and their portrait is displayed on the TV screen in the foyer, (with the permission of the pupil).

### Roles and Responsibilities

To ensure the rewards system remains credible and motivating, it must be applied consistently:

- **Teachers:** All teaching staff will issue merit points to ensure regular reinforcement.
- **Form Tutors:** Review point tallies during morning registration once per week to celebrate top achievers and encourage those approaching the next threshold.
- **Heads of Year:** Analyse year-group data bi-weekly to coordinate milestone rewards and identify students for positive email home.
- **Senior Leadership Team (SLT):** Host "Treat Events" and oversee the budget for end-of-term events and annual reward excursions.



## **Sanctions**

All pupils have the right to feel safe and have the right to learn. All staff have the right to feel safe in their working environment.

Sanctions are enforced if pupils are involved in inappropriate behaviour. A range of sanctions are available and vary in their level of severity depending on the behaviour being addressed.

It is strictly forbidden to bring any potentially harmful or illegal items/substances into school. Banned items include fireworks, knives, alcohol, drugs but this list is not exhaustive and may include other items/substances at the discretion of the Principal. Any breach of this rule will be deemed a highly serious offence and dealt with accordingly.

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time Out</b> | <p>A pupil may be sent to Time Out for disrupting the lesson. The teacher will give one warning and then ask the pupil to go to Time Out in the Study Room where they will be supervised by the Study Supervisor. Offences include the following examples:</p> <ul style="list-style-type: none"><li>● not following teacher instruction</li><li>● unsafe behaviour in practical subjects</li><li>● refusing to work</li><li>● shouting out or continuously disrupting the learning of others</li><li>● no PE kit.</li></ul> <p>The subject teacher will complete a Time Out Slip providing a reason for Time Out and send it with the person accompanying the pupil to the Study Supervisor. If this is not received by the Study Supervisor, he will email the subject teacher requesting key details.</p> <p>Pupils sent to Time Out will complete work sent by the teacher or in the absence of such work will complete work set by the Study Supervisor. If a pupil refuses to work or cannot behave appropriately under the supervision of the Study Supervisor they will be withdrawn by the Head of Year or, if Head of Year is unavailable, by another available senior teacher. A plan will be put in place for future Time Outs to be with</p> |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>either a Head of Department (HOD) or member of SLT. Teachers should email the Study Supervisor when a pupil has been sent to a HOD or member of SLT for Time Out.</p> <p>The Study Supervisor will update the Time Out tab of the live Pastoral Monitoring record, in the digital staff folder so Form Teachers and Heads of Year are aware of the situation and can respond accordingly.</p> <p>For each Time Out:</p> <ul style="list-style-type: none"> <li>- the subject teacher will have a restorative conversation with the pupil. The Restorative Practice Record will be completed and forwarded to the Head of Year.</li> <li>- the form teacher will discuss the matter and reinforce the expectation of good behaviour in class.</li> </ul> <p>The Head of Year will monitor that these restorative conversations are taking place.</p> <p>1st Time Out - VP Lunchtime Detention<br/> 2nd Time Out – VP Lunchtime Detention<br/> 3rd Time Out – After School Detention and Behaviour Report. Head of Year to highlight the ongoing issue of disruptive behaviour in class and advise that if their child is disruptive in class on another occasion creating a 4<sup>th</sup> Time Out, they will be invited to a meeting to discuss the matter.<br/> 4<sup>th</sup> Time Out – Principal’s Detention, Meeting with parent/carer, Behaviour Report.<br/> 5<sup>th</sup> Time Out – Internal Suspension, Behaviour Report.</p> <p>Consequences for subsequent Time Outs will be at the discretion of the Head of Year liaising with the Vice-Principal. On each occasion. The parent/career will be informed.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Teacher Break Detention<br/>(10 minutes)</b>                                                                                                                                    | <p>1<sup>st</sup> Offence – incomplete, copied or no homework</p> <p>1<sup>st</sup> Offence - Late to lesson<br/>Lateness is recorded as minutes late after 5-minute maximum transition time to next class. Pupils must take the most direct route to their next class.</p> <p>Any other offence deemed appropriate by the subject Teacher.</p>                                                   |
| <b>Subject Teacher Lunch Detention<br/>(15 minutes)</b>                                                                                                                                    | <p>2<sup>nd</sup> Offence - Late to lesson</p> <p>2<sup>nd</sup> Offence – incomplete, copied or no homework</p>                                                                                                                                                                                                                                                                                  |
| <b>Form Teacher Break Detention<br/>(10 minutes)</b>                                                                                                                                       | <p>No schoolbag or required equipment.</p> <p>2<sup>nd</sup> Offence – Form Teacher contacts parent/carer.</p> <p>3<sup>rd</sup> Offence – Head of Year contacts parent/carer</p> <p>Subsequent issues will be addressed at the discretion of the Head of Year.</p>                                                                                                                               |
| <b>Form Teacher Lunch Detention<br/>(15 minutes)</b>                                                                                                                                       | <p>3 x Uniform Report Card Offences</p> <p>3 x Late to School</p> <p>3 x missed homework (phone call home, and place on Homework Report)</p>                                                                                                                                                                                                                                                      |
| <p><b>Monitoring Reports</b></p> <p><b>Homework Report<br/>(issued by Form Teacher)</b></p> <p><b>Late to Class Report<br/>(issued by Head of Year)</b></p> <p><b>Behaviour Report</b></p> | <p>3x incomplete, copied or no homework. Pupils will be on homework report for one week in the first instance. If the matter is not resolved, they will remain on homework report for another week, and the matter will then be reviewed on the same basis.</p> <p>Issued for 3<sup>rd</sup> Offence - Late to lesson<br/>Pupil on time report for two days, or at Head of Year's discretion.</p> |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(issued by Head of Year)</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Year Head Lunch Detention<br/>(15 minutes)</b> | <p>Incomplete or lost report, or negative remarks on report. This applies for Lateness, Homework, Behaviour Reports.</p> <p>6 Uniform Report Card Signatures</p> <p>Any other matter deemed appropriate by the Head of Year.</p>                                                                                                                                                                                                                                                                                                                                                        |
| <b>VP Lunch Detention<br/>(20 minutes)</b>        | <ul style="list-style-type: none"> <li>• Being sent to Time Out</li> <li>• Running in corridors</li> <li>• Horse play in corridors/canteen or during unstructured times</li> <li>• Low level defiance to a member of staff.</li> <li>• Taking food out of canteen</li> <li>• Failure to turn up to detention with Subject Teacher or Form Teacher.</li> <li>• Deliberately entering an unauthorised area.</li> <li>• 1<sup>st</sup> Offence - Deliberately entering a classroom during a lesson to cause disruption.</li> <li>• Being in a toilet cubicle with other pupils.</li> </ul> |
| <b>Sixth Form Lunch Detention</b>                 | <p>Specifically for sixth year students who are;</p> <p>Disruptive in study room</p> <p>2<sup>nd</sup> offence - incompleteness of coursework or homework.</p> <p>Going into town during class or study time.</p>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Investigation Period</b>                       | <p>A pupil will be withdrawn from lessons for the remainder of a school day if involved in an incident, which deems they cannot return to class due to safety reasons or because of an ongoing investigation of the incident. A sanction will be issued in addition to this if deemed necessary.</p>                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Withdrawal (part of a school day, as deemed necessary)</b></p>                                                                                                                                                                                                                                                                                                                                                                      | <p>A pupil will be withdrawn by the Head of Year or, if they are unavailable, by another senior teacher, if they refuse to work in Time Out or refuse to behave under the supervision of the Study Supervisor.</p> <p>A pupil will be withdrawn during a school day if they have been sent to Time Out for a second time that day for inappropriate behaviour. Head of Year will contact the parent/carer to make them aware of the matter.</p> <p>The Study Supervisor will email Head of Year when 2 Time Outs for inappropriate behaviour have been accrued in the same day. If the Head of Year cannot be contacted by phone, the message will be communicated by email.</p>                                                                                                                                                                                                                                                         |
| <p><b>After School Detention</b></p> <ul style="list-style-type: none"> <li>● <b>Monday or Wednesday until 4.15pm</b></li> <li>● <b>Subject Teacher to escort pupils to ASD</b></li> <li>● <b>Supervising Teacher to inform the office if a pupil doesn't attend. The office will notify a parent/carer.</b></li> <li>● <b>Supervising Teacher to inform the office if any of the pupils attending require transport home.</b></li> </ul> | <p>1<sup>st</sup> Offence Vaping or Smoking<br/> 1<sup>st</sup> Offence Out of Bounds<br/> 1st Offence Trading<br/> 2nd Time being in the toilet cubicle with other pupils.<br/> 2nd Offence - Deliberately entering a classroom during a lesson to cause disruption.<br/> 3rd Time Out<br/> 4<sup>th</sup> Offence – Late to Class. Additional actions may be taken by Head of Year, in consultation with the Vice-Principal, for persistent lateness to class.<br/> 6 Late to School Offences<br/> 9 Uniform Report Card Offences<br/> Refusal to give mobile phone to teacher if in breach of phone regulations from when a pupil arrives in school until 3.10pm.<br/> Out of school out of bounds area eg Farm Shop<br/> Taking images or video footage without permission. (low level)<br/> Cheating in a class assessment or internal exam.<br/> Being disruptive in a class test, practical exam assessment or internal exam.</p> |

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                            | <p>Inappropriate driving of cars on school grounds.</p> <p>Driving a car to and from college without permission.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Meeting Requested with Parent</b>                                                                                                                                                                                                                                                       | <p>Persistent infringement of school rules where a pupil has not responded to earlier interventions in the Positive Behaviour Policy.</p> <p>A one-off serious incident.</p>                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Principal's After School Detention (Friday 3.15-4.15)</b></p> <p><b>Parent/carers to collect pupil at 4.15pm</b></p>                                                                                                                                                                 | <p>1<sup>st</sup> Non-attendance to After School Detention</p> <p>2<sup>nd</sup> Offence Vaping or Smoking</p> <p>2<sup>nd</sup> offence out of bounds</p> <p>2<sup>nd</sup> offence trading</p> <p>Truancy within school</p> <p>2X Out of bounds outside school</p> <p>Taking images or video footage without permission (high level breach eg. videoing an incident, serious phone misuse in bathroom or changing room)</p> <p>3<sup>rd</sup> Offence - Deliberately entering a classroom during a lesson to cause disruption.</p> <p>4<sup>th</sup> Time Out</p> |
| <b>Internal Suspension (1 day)</b>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Non-attendance to Principal's Detention.</li> <li>• 2<sup>nd</sup> Non-attendance to After School Detention.</li> <li>• Refusing to hand over their mobile phone to Head of Year or Senior Teacher</li> <li>• Spitting on another person.</li> </ul>                                                                                                                                                                                                                                                    |
| <p><b>Suspension</b></p> <p>Suspension of a pupil is a serious matter and will only be applied when other sanctions are deemed not appropriate due to the serious nature of the offence committed.</p> <p>Suspension is for 1-5 days initially, at the determination of the Principal.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

In highly serious cases, if circumstances warrant, a period of suspension may be extended by the Principal, with the agreement of the Chair of the Board of Governors.

A sanction of suspension is applicable to the pupil for the designated period suspending them from being present on the way to or from school, on the school grounds or in the school building, representing the school or attending any school function or in any other way appearing in public association with the school while wearing school uniform.

Pupils will not be readmitted to school until they and their parent(s)/carer(s) have attended a return to school meeting where a risk assessment has been undertaken, if necessary, and a behaviour plan agreed. The pupil will be on a 5-day Behaviour report initially to monitor the implementation of the agreed behaviour targets. This monitoring may be extended, or other action taken, depending on how the pupil responds in terms of their behaviour.

Possible reasons for suspension:

Serious bullying of pupil

Serious direct verbal abuse of pupil

Premeditated physical attack on pupil

Persistent infringements of school rules or expectations, including refusal to take responsibility by accepting other forms of sanction.

Significant damage to or misuse of property belonging to school staff or other pupils in or outside school

Serious incidents of stealing from school, pupils, staff in school or outside school while in uniform

Directly expressed verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language

Physical attack on staff.

Substance or alcohol abuse, including use, possession or supply.

Another incident or matter deemed to be very serious by the Principal.

Deliberate defiance during a return to school from suspension meeting.

Where the process of expulsion is being considered.

Non-attendance to school trips or events  
Eg. the school formal, end of year trips and spectator in sporting activities.

Pupils who persistently infringe school rules and/or are suspended at the time of a school activity, trip or event will not be permitted to attend.

For each of these events there is the expectation of excellent behaviour right up to the day of the event. Any significant breach of the pupil code of conduct will result in the pupil not being permitted to attend the trip or event. In cases where

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                   | <p>payment to the school has been made, e.g. the school formal, the school will endeavour to refund the cost, but only in circumstances where it can be retrieved from the third party. The school is not responsible for any other expenses or arrangements forfeited due to the application of this policy.</p> <p>In exceptional circumstances, as part of the risk assessment for the school formal, a pupil may be only permitted to attend, if their parent can arrange transport to and from the venue, and be available to collect them should the need arise at the discretion of the Principal or senior teacher in charge of the event.</p> |
| <p><b>Expulsion</b><br/>Expulsion is a last resort for highly serious offences. The procedure, as defined by EA, is followed.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |