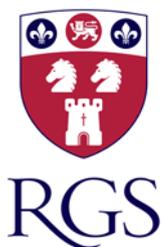


BEHAVIOUR, REWARDS & SANCTIONS POLICY

SENIOR SCHOOL



RGS



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Newcastle upon Tyne Royal Grammar School

WHAT IS SCHOOL DISCIPLINE?

Prospective parents and students often ask, *"What's discipline like at the Royal Grammar School?"* The answer is that it's good, and fairly relaxed. Royal Grammar School (RGS) students are very cooperative, have a strong sense of community and look out for one another and expect school life to be happy and civilised where courtesy is the norm. In keeping with the DfE guidelines *"Mental Health and Behaviour in Schools"* November 2018, the School recognizes that its commitment to promoting good behaviour is part of its broader approach to promoting well-being and good mental health. Therefore established expectations, routines and approaches to discipline, coupled with an individualised response to concerns, underpins our approach.

The way the School behaves stems from a shared ethos where altruism is very much to the fore. This is outlined in the document *THE RGS ETHOS* which is central to the school's development plan. Any school needs rules and those for the Senior School are listed below as well as printed in the student planner. The Junior School has a *CODE OF CONDUCT* (also included here) which reflects the age of its students and also the shared goals of the whole school.

When students join the Senior School, there is a series of induction sessions which include time with Form Supervisors for both students and parents and this includes an introduction to the School rules and Ethos.

In addition to the more formal references to the School rules (for example at the start of a new academic year), School, House and Year group assemblies also pick up on the standards and spirit of the RGS, its rules and Ethos. Individual members of staff are encouraged to make explicit their expectations of students, act as role models with regards to appropriate behaviour and to apply appropriate sanctions and rewards fairly and openly. They are supported in this role by Form Supervisors (Form teachers in the Junior School), Heads of Year, the Pastoral Director and the Headmaster, both through a formal rewards and sanctions system and through more informal contact and discussion with the students themselves and their parents which may result in more long term monitoring.

PROMOTING GOOD BEHAVIOUR

Students bring to the School a wide variety of behavioural patterns and the School endeavours to work towards standards of behaviour based on principles of honesty, respect, consideration and responsibility. The School aims to provide a learning environment which is conducive to good behaviour and where children can learn by example both from positive interactions with adults and peers. Where possible, the School endeavours to take an individualised approach to maintaining good behaviour because very often poor behaviour is the manifestation of more complex issues for which a student may need support; for example, students with special educational needs and disabilities (including those for which we have a duty under the Equality Act 2010). This will include liaising with the Director of Student Progress, Learning and Support; parents, and in some cases GPs, counsellors and specialist agencies such as the Children and Young People's Service (CYPS). As a result of intervention it may be appropriate for a student to be closely monitored and coached as part of a plan to improve both behaviour and attainment.

The School is mindful of the particular stresses placed on some children by transitions both inside and outside school and its pastoral approach to behaviour management enables staff to take an approach which is appropriate to both the age and the circumstances of students. Students who are identified as needing extra help with transition from the Junior to Senior School are given individual support, co-ordinated by the Director of Student Progress,



Learning and Support and the Head of Year 7. Induction days in June and in September also help students to settle into the new routines of school life.

The School respects and encourages the student voice and in line with safeguarding principles takes any allegation against a member of staff very seriously. If the allegation is later found to be malicious, the School will consider whether there are further safeguarding concerns regarding the student, as well as making every effort to support the teacher against whom the allegation was made. Where a student is found to have made a wholly malicious allegation, the Headmaster will decide whether the student is able to stay in school.

The School takes allegations of bullying and peer on peer abuse very seriously and its *ANTI-BULLYING POLICY* (also in the student planner), deals with the way students treat one another.

Any student who feels unfairly treated has the right to seek justice and is encouraged to discuss their grievance with any member of staff as outlined in the Senior School planner: *What to do if you are worried about something or someone*. Students are able to report concerns anonymously via the Tootoot App, to speak in confidence to the School Counsellor, Nurses or Doctor and can email trusted adults in the School if they feel they don't want to talk face to face.

The School respects a student's right to privacy under *Article 8 of the Human Rights Act* and will carry out any search of a student's possessions in a way which is justified and proportionate. The School will search a student's possessions when it has reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, drugs, tobacco or indecent images. Wherever possible, the School will gain the consent of the student but in extraordinary circumstances will search possessions without their consent in line with the DFE guidelines *Searching, Screening and Confiscation – advice for schools Jan 2018*. Please also see the *DRUGS POLICY*.

SENIOR SCHOOL RULES

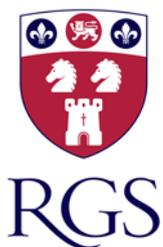
RGS strives to be a place where people are kind, thoughtful and generous towards one another. Everyone is valued as an individual with distinctive talents and needs - teachers and students alike all treat each other with respect.

There is no real need for detailed rules of behaviour beyond the bullet-points below, because courtesy and good sense will dictate right responses to most situations both in school and outside. (Particular facilities and areas of activity – such as science labs - have their own appropriate regulations for safe and responsible use).

You should aim to show scholarship in your work:

- Work hard, try your best, be committed, and want to learn
- Don't do the bare minimum but see in all subjects and activities a challenge to go further and think more deeply
- Present work neatly and have pride in what you do
- Get work in complete and on time. This involves thinking ahead, planning and self-organisation
- Make sure all work is your own. Copying or borrowing (plagiarism) is never acceptable
- Keep going and don't give up when something is tough
- Ask for help when you don't understand something.

You have a responsibility to:



- Respect, support and care about other people
- Behave with honesty and integrity
- Consider how your actions affect others, this includes teasing, selfishness and even excessive shows of affection
- Use your right to a voice in a courteous, constructive and responsible way
- Take action if you think someone's being bullied or unfairly treated
- Avoid picking and choosing - demonstrate instead a full commitment to school life in its entirety.

You should be sure to:

- Be punctual and not miss lessons - be on time for morning and afternoon registration and sign if in you are late
- Stay on-site during the school day unless authorised by staff (Years 7-11)
- Wear uniform smartly
- Treat the school facilities sensibly.

There are some things **YOU MUST NOT HAVE** in or around school:

- Drugs, alcohol, tobacco (see *DRUGS POLICY*)
- Correcting fluid, laser pens, knives or other weapons.

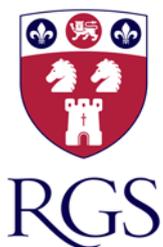
And you must not chew gum or gamble in or around school.

REWARDS AND SANCTIONS

Teachers are encouraged to reward positive behaviour and effort inside and outside the classroom through a combination of praise, merits and commendations. Subject specific rewards are not uncommon and teachers are aware of the motivational power of the quiet word of praise and a sticker. In the Senior School, departments often use their own reward system and in addition merits for either academic, personal or community achievement can be recorded in the back of the student's planner and twenty of these result in a Head of Year commendation (with bronze, silver, gold and platinum awards for multiple commendations). Exceptional work is also recognised through a system of Headmaster's commendations, five of which are rewarded with a prize given in assembly.

In addition to these daily rewards the school also recognises achievement in prizes awarded annually as part of RGS Day in July each year. Academic prizes are awarded following nominations by subject departments. The top two students in the year in each subject normally receive a prize: others may qualify by accumulating nominations. Thus only **ONE PRIZE** is awarded, but with recognition given for however many subjects it has been awarded for.

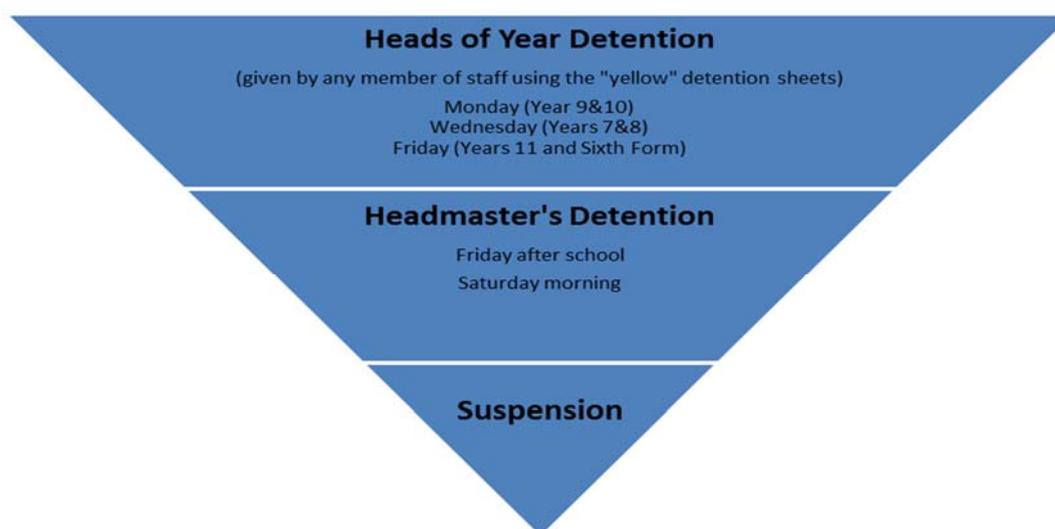
Rutherford prizes are a bequest from William Rutherford (1885-1891) which originally outlined the following terms of reference: *"The awards to be made by the Headmaster in consultation with his colleagues and to take into account not only the educational advancement of the pupil but also his conduct towards his masters and fellow students"*. Rutherford prizes provide an opportunity to recognise and reward personal qualities and positive contributions to the life of both form and school, with an emphasis on good personal relationships and consideration for others. In addition, there are discretionary Headmaster's prizes which are announced on the day and are given to students who are identified as deserving in some way but have missed out on other prizes. Unlike many other schools there



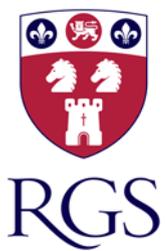
are very few prizes for leavers going on to university to study a specific subject.

When sanctions are appropriate, staff can impose a *departmental detention* which is recorded in the student's planner and which notifies parents, form supervisors and Heads of Year of the detention and the reason for it. After that a series of detentions and suspensions can be used as sanctions and are detailed in the diagram below. Heads of Year Detentions and Headmaster's Detentions are recorded on the school database and suspensions (whether internal or external), are recorded in the student's personal file. ISI Regulations require the School to keep a record of serious sanctions so that the School can look for trends and ensure sanctions are proportionate and fair.

THE USE OF CORPORAL PUNISHMENT OR THE THREAT OF IT IS EXPRESSLY FORBIDDEN THROUGHOUT THE SCHOOL INCLUDING FOR THOSE ACTING IN LOCO PARENTIS E.G. UNPAID, VOLUNTEER SUPERVISORS.

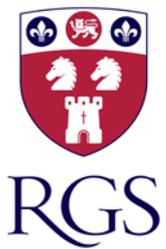


In rare cases the conduct of a student may be so serious that, after appropriate investigation, the Headmaster will take the decision that the only available course of action is to ask a parent to remove their child or to expel a student from the school. In these cases it is possible to appeal against the decision: the Bursar, as Clerk to the Governors, will supply the student's parents with details of the appeal procedure.



This policy should also be read in conjunction with:

- SAFEGUARDING POLICY
- ANTI-BULLYING POLICY
- ANTI-CYBERBULLYING POLICY
- E-SAFETY POLICY
- IT ACCEPTABLE USE POLICY
- SEN POLICY
- JUNIOR SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY



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