



Crompton House School



Behaviour Policy

Loving God – Caring for Each Other – Achieving Excellence

Behaviour in schools Advice for headteachers and school staff 2022

[Behaviour in schools guidance \(\[publishing.service.gov.uk\]\(https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/behaviour-in-schools-guidance.pdf\)\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/behaviour-in-schools-guidance.pdf)



Behaviour Policy

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N.B: KS5 - Appendix 6 along with sections 4, 7, 8 and 9 of the main policy, relate to KS5.
 KS3/4 - All appendices excluding Appendix 6, along with all sections of the main policy relate to KS3 and KS4

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 Signed (Chair).....J Swift.....
 Print NameJonathan Swift.....
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Behaviour Policy

1. Introduction

At Crompton House our Behaviour Policy is based on our Christian values, particularly those of peace, forgiveness, justice, trust, and reconciliation. Our school motto, 'Loving God, Caring for each other and Achieving excellence' is central to our approach to behaviour, encouraging our young people to take responsibility for their own behaviours, choices and actions. All members of the school are expected to help maintain an atmosphere conducive to learning, characterised by courtesy and mutual respect. Positive learning behaviours are central to all we do, and high standards are expected both during the school day and beyond the school gates.

This policy should be read in conjunction with the School Ethos Statement, SMSC Policy, Exclusion Policy, Screening, Confiscation & Search Policy and Policy for the Use of Positive Handling to Control Pupils. This policy is based on, Behaviour in schools Advice for headteachers and school staff 2022 - [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/publishing.service.gov.uk)

1.1 Aim

We believe that excellent behaviour is essential for great learning and teaching to take place in a positive learning environment and enable our young people to flourish, growing in body, mind, and spirit. The aim of this policy is to support effective learning and teaching and to develop and maintain a mutual respect and student self-discipline. We also aim to develop a sense of community where all adhere to a code of conduct and to encourage respect for property and the environment.

1.2 Rationale

Loving God, Achieving Excellence and Caring for each other pervades all aspects of the school life. The behaviour policy aims to ensure learning and maintaining the wellbeing of unique individuals' needs to a safe, caring environment. Good relationships and striving for excellence is the cornerstone of our school.

2. The Crompton Expectations of Students (Classroom Non-Negotiables)

At Crompton House School, we expect all students to consistently apply our LEARN expectations:



Crompton House Expectations
Every member of staff and every student at Crompton House will consistently apply our **LEARN** expectations

L Listen
Listen respectfully to all staff at all times
Listen respectfully to the opinions of others

E Engage
Be fully equipped and ready to learn
Fully participate with lessons
Engage with extra-curricular activities

A Attitude
Arrive on time
Find opportunities to be kind to and care for each other
Demonstrate a positive attitude towards lessons and each other
Show pride in behaviour, language, presentation, homework & uniform

R Resilience
Don't give up!
Always try your best!
Set yourself ambitious goals that provide challenge and growth

N No Negotiation
Follow all staff instructions
Follow the classroom seating plan & put hands up when contributing
Follow all whole school rules

Follow **LEARN** and Achieve Excellence



3. Uniform and Appearance Guidelines - Key Stages 3 and 4

All students are expected to conform to the school rules on attitude, behaviour, and appearance. The uniform guidelines will be consistently applied by all staff. Parents are also expected to uphold the standards and principles within the guidelines (Appendix 1 & 2).

4. Rewards

Everyone within Crompton House School wishes to maintain an environment where there is mutual support, respect, and encouragement. All members of the school share the responsibility for encouraging positive behaviour and rewarding our students for:

- Excellent work which reaches the student's potential
- Consistently applied, or improved effort
- Excellent organisation
- Aiding the school community and upholding the strong Christian Ethos of the school
- Achieving targets in assessments, examinations, or coursework
- Charitable work and work for the wider community
- Leadership

4.1 Celebrating Excellence

On a weekly basis, we reward students for winning 'Student of the Week'. This is measured in positive behaviour points across all areas of school life. This also follows into our termly prize of 'Student of the Term' and we also have an annual Bronze, Silver and Gold rewards system which runs with prizes as a yearly award.

Throughout the academic year, all staff will be given an opportunity to recommend a number of students from within their teaching groups, who can receive the **headteacher's award**. This award can be for progress or excellence.

4.2 Reward Assemblies will run at the end of each term and showcase students who have made positive contributions to their house both in school activities as well as those contributions made in external activities.

Annually the Head teacher will invite students and their parents to a **Presentation Evening** to recognise their achievement – such invitations will be based on subject nominations for Excellence and Progress demonstrated during that Year.

4.3 Rewards Trip

Annually we run a rewards trip to a variety of off-site places that will reward students who have displayed high standards of behaviour throughout the year. Students whose behaviour has met the criteria will be notified of their inclusion on the trip via their Head of Year.



5. Support systems

Every member of staff at Crompton House School is committed to promoting the welfare, well-being, and behaviour of every student. Our student support hub (The Hub) is located centrally at the heart of the school. The hub is accessible by all students and students are fully aware that they can access pastoral support when they have any concerns. The student support staff use a variety of methods to promote wellbeing and positive behaviours, including using report cards, academic monitoring, signposting to counselling services, anger management, Education Welfare Officers, and the construction of Pastoral Support Plans (PSPs). The student support team will all liaise with outside agencies where necessary such as Positive Steps, Early Break, Health care professionals such as Health Young Minds, as well as Multiagency support Hubs (MASH). The Pastoral support team also use restorative justice to aid inclusive education (see anti-bullying policy). Students are also supported after periods of suspension. Students are provided with an opportunity to reflect and share views after an incident. Students are reminded of the behaviour systems and are supported with creating and recording targets to avoid repeat behaviour.

The behaviour management system used in school to record and monitor behaviour is called Class Charts. This state-of-the-art software offers parents and students, real-time summaries of positive and negative points, along with access to their timetable and attendance records. Most significantly, Class Charts boasts an exceptional analysis and reporting tool and is our primary method of notifying parents about detentions and other sanctions.

6. Sanctions

All staff at Crompton House School have the power to discipline pupils whose behaviour is unacceptable (Education and Inspections Act 2006). An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Staff receive regular training on behaviour systems.

- Within a lesson, a graduated response should be applied in which students are issued sequential warnings, C1 to C3. C3 results in a C3 detention and removal from lesson into a new room for a fresh start (lateral move). If this behaviour continues then a C4 “on-call” will be used to exit the student from the classroom, by a member of the senior leadership team.
- The school uses a graduated detention system to sanction poor behaviour. These range from 30 minutes lunch time detentions to 60 minutes after school on the same day. Parents will be notified via Class Charts. The school can also use the reflection room for more serious issues. (Appendix 4, 5 & 7)
- Consistently poor behaviour during lunch and break can lead to a lunch time or break time plan e.g. loss of lunch and break times.
- Items prohibited in school will be confiscated and retained (Behaviour in schools: advice for headteachers and school staff 2022) Smoking paraphernalia and all other banned items will be disposed of after 48 hours. If mobile phones are used, seen or heard they will be confiscated and retained, with sim card for 7 days.
- Disruptive behaviour, failure to follow the school rules and other serious incidents may result in internal exclusion in the reflection room. Students complete their work separately under supervision and will spend an appropriate period with the behaviour managers to discuss strategies to reduce repeat behaviour.
- Parents may be invited to attend meetings to review student conduct and discuss alternative support.



CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

- Students may be subject to removal from representing the school in extra-curricular activities for a fixed period of time after which this will be reviewed. Removal from representing the school in extra curricular activities are also a consequence at Stage 2 of any stage system (Appendix 8).
- Repeated poor behaviour will be monitored closely including the allocation of Red Card Detentions, Headteacher Detentions and C3 Detentions. An escalated stage process will take place as per Appendix 8.
- Serious incidents or where a student persistently fails to respond to help, support and other sanctions, students may be suspended from school by the Headteacher in accordance with statutory guidelines.

7. Lateness, Punctuality & Internal Truancy

Punctuality to school is important and students arriving after 8:40am or late to form will be issued a pastoral detention the same day at lunch. Punctuality to lesson is equally essential. Timely arrivals prevent students from missing vital content, causing disruption to the lesson, or forming habits of irresponsibility. Persistent lateness not only disrupts the learning environment but can also hinder academic progress. Our policy addresses this issue, imposing a 30-minute detention for students late to class for two periods in a day and a 60-minute detention for three late lessons in a day.

Internal truancy is defined as students who are not in their timetabled lesson 15 minutes after the start of the period. Any student identified as internally truanting will be escorted to Reflection and remain there until a parent or carer attends school for a truancy meeting with a member of the Senior Leadership Team. During this meeting, the reasons for the truancy will be discussed, and a plan of support will be agreed.

8. Off school premises

As a member of the Crompton House School family, students are seen as always representing the school. Staff have the power to sanction poor behaviour that does not occur on the school premises but has repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. The sanctions applied will take into account the individual circumstances and the impact on other students and the school. (*Behaviour in schools: advice for headteachers and school staff 2022*)

9. Search Procedure

Our search procedure is detailed in the Screening, Confiscation & Search Policy.

The prohibited and banned item list below is not an exhaustive list and the school will confiscate any items which are deemed 'inappropriate'. Depending on the items these may be returned via parents; passed to the Police or disposed of if not collected within 48 hours. All smoking and e-cigarette paraphernalia will be confiscated and destroyed.

10 Prohibited Item List

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.



- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.

Any item banned by the school rules, for example:

1. Electronic cigarettes (Vapes). liquid nicotine or any e-liquids (vape juice), energy drinks, laser pens & Chewing gum. *These items will be confiscated and disposed of within 48 hours if not collected by parents.*
2. Jewellery and makeup. *These items will be confiscated for 7 days.*
3. Electronic Devices: Mobile phones should not be used in school. They must be switched off and not seen or heard. Smart watches should not be brought into school. If a mobile phone is seen or heard or a student has been using a mobile phone, the mobile phone with its SIM card will be confiscated for 7 days. School staff may examine any data or files on any electronic device if they think there is a good reason for doing so. As with physical items, the device and/or files may be returned to the parents, passed on to the police or erased from the device.

11 Child-on-child abuse

Abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formally known as peer-on-peer abuse). All staff have a responsibility to challenge inappropriate behaviours between children and recognise indicators and signs of child-on-child abuse. Students should report child-on-child abuse as detailed in our Child Protection Policy.

12. Use of Reasonable Force

In addition, all members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school follows current government guidelines about the use of reasonable force (see Policy for Positive Handling)



Appendix 1 – Uniform, Appearance & Equipment Guidance.

Equipment List

Students are expected to provide basic equipment for all lessons

Essential:

Black and Red Pens

Compass

Sharpener

Pencil

Calculator (Scientific)

Glue Stick

Eraser

Pencil Case

Scissors

Ruler

Reading Book

Language dictionary

Protractor

Coloured Pencils

Optional: - Dictionary

School Uniform

Black Blazer with school badge

White Blouse/Shirt

Grey Pleated **Knee Length** Skirt

Grey Trousers

House Tie

Plain white ankle socks (no frills) with skirt or opaque black tights (at least 40 denier).

Plain black socks with trousers.

Smart, sensible, plain flat shoes

School Bag/PE Bag/Coats

Traditional style, smart black shoes must be worn, no trainers or boots. Shoes should not have the sole of a pump or trainer, with the maximum heel height of 5cm and a maximum sole thickness of 1.5cm. Canvas, suede or trainer shoes e.g. Adidas, Nike, Vans are not permitted as school shoes.

Denim Jackets or jumpers or hoodies worn as coats are not acceptable and will be confiscated until the end of the day.

House ties must be worn at a reasonable length – minimum 5 stripes shown.



Shirts and blouses must be tucked in at all times.

Skirts should be worn at knee length not be rolled up.

Religious headwear, if worn, should be a single plain colour, either black or grey.

If a student arrives wearing incorrect uniform a sanction will be given. The school will lend replacements but if a student refuses to wear the item, they will be placed in the reflection room.

Hair

Hair should be of one natural colour. Extreme hairstyles, for example, shaves, emblems or lines and skin fades are not acceptable. Hair should be no shorter than 2 on top and 1 on the sides. Hair may be tied back using a black bobble or small black bow. No additional hair accessories should be worn. Students must not have slits or lines in eyebrows.

Make-up

Make-up, false tan, false eyelashes, eyelash lifting and tinting, acrylic nails, and nail varnish must not be worn in school. Visible henna (henna tattoos) is also not permitted.

Jewellery

Students are not permitted to wear any type of jewellery other than a wristwatch.

No piercings or earrings: Students are not permitted to have visible piercings or earrings while at school.

No clear plastic studs: Students are not permitted to wear plastic studs as a means of concealing their piercings.

No plasters: Students are not permitted to use plasters to cover up their piercings of jewellery.

Badges: We permit official school-related badges to be worn; badges linked for example to school awards, school achievements or attendance to school-based clubs. The wearing of personal pronoun badges is permitted, provided they are of the approved design.

Appendix 2 - Uniform Sanctions

Guidance states that where there is a breach of the school uniform policy, either a headteacher or someone authorised by the headteacher can ask a pupil to go home to remedy the uniform breach.

The school is expected to consider carefully whether this would be appropriate taking into account the child's age, vulnerability, the ease and time it will take the pupil and also the availability of the child's parents.

This is not an exclusion but an authorised absence, unless the pupil continues to breach the policy to avoid school by being sent home or takes longer than necessary to make the change.

Hair – unacceptable length

- ☐ Parents to be contacted.
- ☐ Reflection for ½ Day
- ☐ 1x Headteachers Detentions issued.
- ☐ Meeting with parents arranged for repeat offenders – graduated response (1 day, 2 days reflection and then suspension)

Hair – not one natural colour.

- ☐ Parents Contacted and reflection until corrected.
- ☐ 1x Headteachers Detentions issued.
- ☐ Parent meeting arranged - graduated response (1 day, 2 days reflection and then suspension)

False Nails / False Eye Lashes

- ☐ Reflection until corrected
- ☐ 1x Headteachers Detentions issued.

Lash Tinting (LVL)

- ☐ Parent to be contacted.
- ☐ Reflection for ½ day
- ☐ 1x Headteachers Detentions issued.

Skirts

- ☐ Parents Contacted.
- ☐ Rectification time given to purchase new skirt.
- ☐ CHS Skirt temporarily issued if available and billed on parent pay if not returned.

Skirt rectification period is 5 days.

Trainers

- ☐ No note from parents – Red Card Issued.
- ☐ Parents contacted.
- ☐ Trainers swapped for CHS school shoes.

Socks

- ☐ Socks retained and replaced by the hub

Tie

- ☐ Tie loaned from the finance office.
- ☐ Parents billed on parent pay if the tie is not returned.

Makeup

- ☐ FT Check and removal in form.
- ☐ Refusal – on-call and escalated to HoY/AHOY
- ☐ Sent home for correction or reflection 1 day.
- ☐ 2 or more infringements in a week will result in red card.

Jewellery

- ☐ FT Check and removal in form. Earrings to be removed by matron after a call home.
- ☐ Jewellery confiscated for 7 days.

Appendix 3 - Sanctions Flow Chart

Sanctions Flow Chart

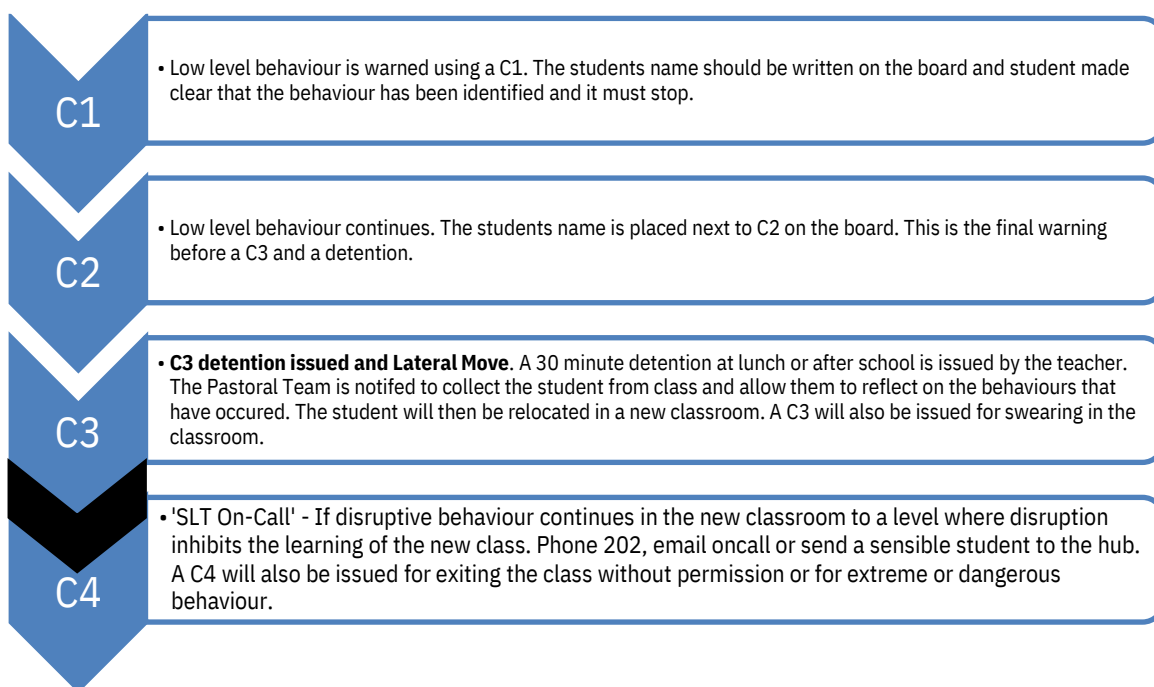
At Crompton House School, we expect students to be respectful and have a positive attitude towards learning. Well planned lessons and the effective use of expertise from TAs for students with SEND will ensure purposeful and effective learning.

If a student's behaviour is unacceptable in lesson, staff will use the following flowchart to sanction behaviour but this should be underpinned by professional judgement and reasonable adjustment.

Stage 1: Teacher Action

Use cajoling, re-directing, humour, tactical ignoring and non-verbals. Check advice for students with SEN/LAC. *Students with SEND still need consequences with reasonable adjustment made.*

For low level disruption:



C3 & Subject Detention

- If a student misses a C3 detention, the teacher should inform the Subject Leader or Key Stage Leader.
- The student will then be placed in Subject Detention.
- Subject leaders should inform the CTL if this subject level detention is missed and students should be issued a Headteachers CTL, HOS or teacher must phone parents to inform them and discuss concerns.

Headteacher Detention

- The Headteacher's Detention runs Tuesday to Friday at 3:20 – 4:20pm. Students will be placed in Headteacher's Detention for missing red card detentions and for serious infringements of the school rules. Students are expected to complete core English and Maths work in silence or work as directed. Students who miss Headteacher's Detention will be placed in reflection.



Appendix 4 - Red Card Detention - Guidance

Students will be issued a with red card detention for non-negotiable breaches of the behaviour policy, leading to a 30-minute detention at lunch, supervised by SLT and CTL.

Non-negotiable breaches of the behaviour policy include the wearing of trainers without permission, rolled up skirts and unacceptable behaviour outside of lesson.

For consistency of application, some examples of these red card behaviours are listed below:

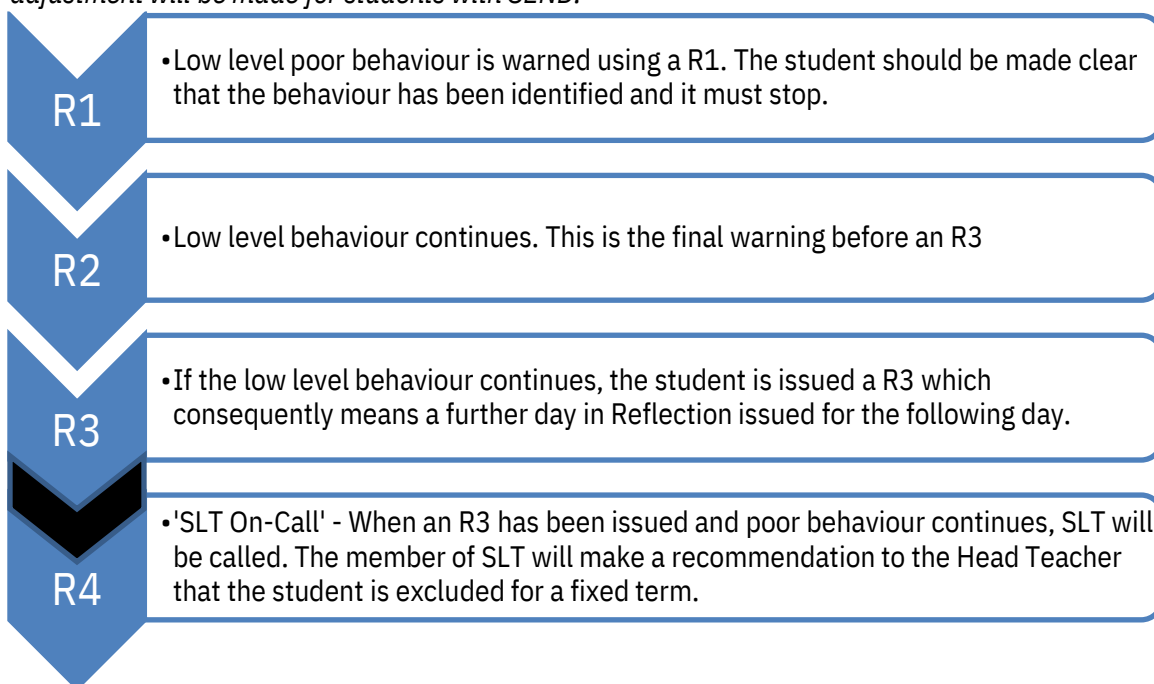
- Wearing trainers without permission (uniform card is still signed in addition to detention)
- Rolled skirt (uniform card is still signed in addition to detention)
- Swearing at another student outside of the classroom
- Excessively boisterous behaviour on the corridor or around school.
- Eating in an unauthorised area
- Dropping litter
- Chewing Gum
- Coat worn inside

Appendix 5 - Reflection Room Summary

Time	Activity
8:30 Form & Lesson Time	Reflection Room starts During the school day, students will be offered a period of reflection to discuss their actions and reduce repeat offences. Work will be provided to ensure students maintain access to their full curriculum entitlement.
Normal End of School Day + 30 minutes	Reflection finishes an additional 30 minutes later than main school for that day.

Students should bring a packed lunch to the Reflection room. If students do not bring a packed lunch, they will be provided with a school sandwich meal deal (sandwich, fruit and drink).

When in the reflection room, including 'on-call', the following sanction system will be used. *Reasonable adjustment will be made for students with SEND.*



If a student leaves the reflection room without permission, a further day in reflection may be issued.

Suspensions

- Any serious incidents must be reported straight to a member of SLT.
- Students removed from Reflection will be taken to the Headteacher.
- The Head Teacher will make all final decisions on Suspensions. See Exclusions Policy



CHS Sixth Form behaviour – Appendix 6

Behaviour issues out of lessons will be dealt with by the Sixth Form Pastoral Team

Serious behaviours see: CHS Exclusion Policy

Behaviour issues in lessons: Various stakeholders involved at different stages, dependent on the nature of the issue

1. Subject teacher
2. Academic Tutor
3. Head of subject
4. Parents
5. DHO6 / HO6

Sixth Form standards / expectations:

- ▶ Dress code: Grey suit (jacket must be worn or carried at all times), smart shirt/blouse/top, smart shoes (not trainers). [Hoodies, sports tops, casual jumpers are not allowed]
- ▶ Punctuality is vitally important – being late is rude.
- ▶ All students should be completing all work, on time and to the best of their ability – you are here for you!
- ▶ Mobile phones should not be out in lessons / on desks, unless the teacher has instructed you to get them out.
- ▶ You can wear coats to and from lessons, but **not** in lessons.
- ▶ You should only eat in the 6th Form centre, not on the corridors or in lessons. Energy drinks are not allowed.
- ▶ There should be no behaviour issues in 6th Form in or outside lessons! You are here by choice, to learn and get the best A Level results that you can achieve!
- ▶ You should be using most of your study periods for: homework, past paper questions, attending extra sessions, revision/preparation, background reading, clarification of lesson learning etc. Remember, on top of your lessons, you should be spending at least 18 hours a fortnight on school work,



Appendix 7 - Pupil Support Unit

Our Pupil Support Unit is a dedicated space committed to fostering positive behavioural growth, personal development, and academic reengagement. Students will attend the Pupil Support Unit if they are at risk of permanent exclusion or need additional support, during which they will engage in a collaborative process aimed at modifying behaviours that may hinder their academic and social progress.

In the Student Support Unit, students will access their current curriculum offer with additional focused support in mathematics, English and science. This allows us to ensure that students are meeting the curriculum outcomes of these subjects, relevant to their particular year group and ability.

Moreover, our Pupil Support Unit curriculum offer places a strong emphasis on personal development, equipping students with essential life skills, social-emotional competencies, and tools for effective communication and self-awareness. As part of this offer, students will have academic mentoring sessions, focusing on student aspiration, careers, and motivation. This is supported by a focus on anger management, emotional-regulation, and mental wellness.

We firmly believe that parental support is essential in this process. We will maintain regular communication with parents, keeping them informed of their child's progress, challenges, and successes. This collaborative approach ensures that parents are actively involved in their child's journey toward positive change and growth.

Each student, whether attending due to behavioural concerns or attendance issues, will work closely with our experienced staff to establish clear targets tailored to their individual needs.

Through constructive guidance, skill-building activities, and reflective exercises, students will be encouraged to take ownership of their actions and choices. This empowerment will enable them to make positive changes, successfully reintegrate into their mainstream educational settings, and develop the skills necessary for continued academic achievement.

Our goal is to provide a supportive and structured pathway towards improved behaviour, attendance, self-esteem, and overall well-being, ultimately paving the way for a successful and fulfilling educational journey for each student involved.



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Appendix 8 – Stage System

To ensure that behaviour improves and repeated offences are prevented, we use a clear stage system of escalating consequences. This provides students with opportunities to reflect and modify their behaviour at each stage before further action is taken.

C3 Pastoral Stage System – Across all Subjects (per half term)

Stage 1 (3 detentions): Warning recorded on Class Charts and conversation with Form Tutor.

Stage 2 (6 detentions): 1x Head Teachers Detention, HoY meeting with student and phone call home and Form Tutor Report

Stage 3 (9 detentions): 2x Head Teachers Detentions and Parental meeting with Head of Year (HoY Report).

Stage 4 (12 detentions): 1x Day in Reflection and meeting with Head of Key Stage (SLT report).

Beyond Stage 4: Escalation to Deputy Headteacher – Pastoral, for further action.

Headteacher Detention Escalation (per half term)

Stage 1 (3 detentions): Warning recorded on Class Charts and conversation with Form Tutor.

Stage 2 (6 detentions): 1x Head Teachers Detention, HoY meeting with student and phone call home and Form Tutor Report.

Stage 3 (9 detentions): 2x Head Teachers Detentions and Parental meeting with Head of Year (HoY Report).

Stage 4 (12 detentions): 1x Day in Reflection and meeting with Head of Key Stage (SLT report).

Beyond Stage 4: Escalation to Deputy Headteacher – Pastoral, for further action.

Red Card Detention Escalation (per half term)

Stage 1 (4 detentions): Warning recorded on Class Charts and conversation with Form Tutor.

Stage 2 (8 detentions): 1x Head Teachers Detention, HoY meeting with student and phone call home and Form Tutor Report.

Stage 3 (12 detentions): 2x Head Teachers Detentions and Parental meeting with Head of Year (HoY Report).

Stage 4 (16 detentions): 1x Day in Reflection and meeting with Head of Key Stage (SLT report).

Beyond Stage 4: Escalation to Deputy Headteacher – Pastoral, for further action.

Persistent Lateness to Lessons (per half term)

Stage 1 (3 detentions): Warning recorded on Class Charts and conversation with Form Tutor

Stage 2 (6 detentions): 1x Head Teachers Detention, HoY with student and phone call home and Form Tutor Report.

Stage 3 (9 detentions): 2x Head Teachers Detentions and Parental meeting with Head of Year (HoY Report).

Stage 4 (12 detentions): 1x Day in Reflection and meeting with Head of Key Stage (SLT report).

Beyond Stage 4: Escalation to Deputy Headteacher – Pastoral, for further action.

C3 Stage System – Each Subject (per half term)

Stage 1 (2x C3s in the same subject): Department Respite (2 weeks), Parental phone call by teacher, Head of Subject Report and meeting with student and teacher.

Stage 2 (4x C3s in the same subject): Department Respite (2 weeks), Parental Meeting with HoS/Teacher, Head of Subject Report

Stage 3 (6x C3s in the same subject): Off-Site Direction and Parental Meetings with Senior Leadership Team Subject Link



Appendix 9 Rewards

Bronze, Silver and Gold

A Bronze, Silver and Gold rewards system currently runs throughout the year and the following prizes are available

- Bronze – certificate, email home, entered into the raffle
- Silver – certificate, ice cream van visit, email home, entered into the raffle
- Gold – certificate, chip shop reward, email home
- Platinum - certificate, bowling trip, special raffle.

Student of the Week

- Certificate off the HOY for top achievers
- Points counted on Class Charts in positives
- Entered into rewards assembly raffle for prizes
- Phone call home from HOY/AHOY for Super Student of the Week
- Super Student of the Week (most in a term) win a voucher

Student of the Term

- Points counted off Class Charts in positives
- Presented in rewards assembly with a trophy and voucher
- Phone call home from the pastoral team

Subject Prize Winners

Rewards breakfast with a free breakfast and entered into a raffle prize as they attend the breakfast. These are nominated by the HOS

Zero negatives

Students who receive 0 negatives will receive a letter home commending their excellent contributions and receive an entry into the rewards assembly raffles.