



**MARICOURT  
CATHOLIC  
HIGH SCHOOL**  
& SIXTH FORM CENTRE

# BEHAVIOUR REWARDS AND SANCTIONS POLICY

## Mission Statement

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

**INSPIRE**  
WITH  
MARICOURT

POLICY REVIEWED: September 2021  
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## **Rationale**

Good behaviour is imperative if we are to ensure a safe, calm, orderly and positive environment both in and out of the classroom at Maricourt. Staff and students should be aware of what is expected and take responsibility for promoting these high standards. As a Mercy school, the Gospel values of Love, Community and Respect are at the heart of all we do; this is evident in our behaviour policy and how it is applied.

## **Aims**

- To enable each child to achieve their potential
- To foster a spirit of co-operation and a sense of concern for others
- To encourage courtesy, politeness and good manners
- Prepare each pupil for life outside of school
- Develop in all pupils a degree of understanding, tolerance and respect for others
- Be firm, friendly and fair
- Work with parents and others in the school and wider community

## **Links to other documents**

This policy should read in conjunction with the following documents and Maricourt policies:

- Maricourt Anti-bullying policy
- Drugs policy
- Mobile phone policy
- Complaints policy
- SEND policy
- Uniform policy
- Attendance and punctuality policy
- Staff Code of conduct
- Education and Inspection Act
- DfE guidance 'Behaviour and Discipline in schools: advice for Headteachers and staff'
- DfE guidance 'Searching, screening and confiscation: advice for Headteachers, School staff and Governing bodies'

## **Responsibilities**

### **Staff**

As staff at Maricourt, it is our responsibility to promote our Gospel values and high expectations both in and out of the classroom. All members of staff have a duty to ensure that students are aware of the school rules and procedures and what

constitutes normal, polite, acceptable behaviour. Where appropriate, staff will be required to impose relevant sanctions as set out in this policy in a consistent and fair manner. Similarly, staff should look to reinforce positive behaviour, through recognition and reward, wherever possible. Staff at Maricourt look to build positive relationships with students, instil routines within the classroom and utilise classroom management techniques to ensure positive behaviours.

**Form tutors** are first line of pastoral support for our students and play a key role in setting the tone for the day. They will work with the Progress Leaders to ensure students start the day in a positive manner and in line with our high expectations. Where students have not met expectations, form tutors will facilitate reflection.

**Curriculum Leaders** are responsible for the management of behaviour in their area. They will support staff in managing students exhibiting challenging behaviour and in recognising students who display Maricourt values within their subject. Curriculum leaders will work within their department to arrange a “buddy system” for supporting intervention in situation of behaviour disrupting learning. A student may be placed with a Curriculum Leader or experienced member of staff should they present persistent disruption to a lesson.

**Pastoral Leaders** are responsible for wider behaviour management across the curriculum. Through leadership of form tutors, assemblies and communication with students and parents, they set out the high expectations we hold at Maricourt. Where a student’s behaviour falls short of these expectations over multiple subjects, Progress Leaders will co-ordinate interventions, working with students, parents and staff with the aim of improving behaviour.

## **SLT**

Maricourt has a graduated response for behaviour management. SLT will support staff where behaviour continues to be of a concern despite interventions in line with this policy.

## **Students:**

Expectations at Maricourt are high but can be summarised simply:

- Work to the best of your ability
- Show respect: to each other; to yourself; to staff; to the community What do these expectations look like?

### Work to the best of your ability:

- Arrive to school and lessons on time ready to learn
- Bring the correct equipment and books in a school bag every day
- Complete all work set to the best of your ability
- Complete all homework set on time
- Take pride in your work
- Use each day to grow and develop your knowledge

### Show respect:

- Act with courtesy and manners to adults and peers
- Act with honesty, integrity and compassion
- Respect other' ideas and views
- Wear school uniform correctly both in and out of school
- Follow instructions from staff promptly without argument
- Stand when staff enter the classroom
- Show consideration for others when walking around school, especially between lessons.
- Enter and exit classrooms and other venues around school in an orderly manner.
- Stay to one side when travelling between sites to allow the safe flow through gates
- Stay to one side when walking along corridors (no running)

You represent Maricourt and its' community in everything you do.

As a student you are entitled to: be treated with respect by others; work in an environment safe from bullying; be allowed to grow.

### **Parents:**

Maricourt aims to work with parents to ensure the best outcomes for their children and to promote the ethos and Gospel values of our school. As part of this partnership we would ask parents to:

- Support students' organisation including punctuality to school with the correct equipment and uniform
- Support high expectations for attendance
- Support students in completing homework
- Communicate with school any issues that may be impacting their child so that we may offer support.

### **Rewards and consequences:**

#### **Rewards & recognition:**

Where students consistently demonstrate the values, we expect at Maricourt, or embody our ethos of growth, knowledge, respect, love and fellowship, it is only right that they are recognised. Positive reinforcement of behaviours can also have a substantial impact of improving overall behaviour. At Maricourt we put emphasis on the use of recognition the highlight goods behaviour and attitudes. Staff may utilise:

- Verbal praise & recognition
- Issuing of rewards points (R1 -R5)
- Public praise in assemblies
- Letter/postcard home

- Certificates
- Referral to senior staff for praise

Please see appendix 1 which shows how our reward system works.

### **Consequences:**

Where students fall short of Maricourt's values and high expectations, it is necessary to put in place consequences to highlight behaviour as undesirable. Maricourt operates a graduated system on consequences giving the opportunity for students to act on feedback and warnings and moderate their own behaviour.

Consequences of failing to demonstrate expected behaviours include:

- Verbal warnings
- Verbal reprimands
- Issuing of behaviour points (C1 -C5)
- Contacting parents
- Detentions after school up to 1 hour
- Detentions within the school day (lunch time etc)
- Removal from lessons following red card system

Consequences if referred to Progress Leaders include:

- Removal to the referral room for fixed periods
- Withdrawal of privileges
- Behaviour contracts
- Report systems

Consequences if referral to SLT include:

- Removal to the referral room for fixed periods
- Formal SLT Warning
- SLT detentions

Consequences if referred to the Headteacher include:

- Fixed term exclusions
- Permanent exclusions
- Referral to the Governors' Disciplinary Committee

Please see appendix 2 which shows how our consequence points system operates.

### **Privileges:**

It is a privilege to represent Maricourt through our school teams and on trips. Students whose behaviour falls below the high expectations at Maricourt will have this privilege withdrawn.

### **Mobile Phones:**

In line with our Mobile Device Policy, students who have a device confiscated will be allowed to collect their mobile phone at the end of the school day from Student Services. Refusal to hand over a mobile phone will result in a fixed period in the referral room, and 50 behaviour points will be issued.

### **Referral:**

Should a student fail to modify behaviour following warnings and interventions C1-3, a student will receive a 'red card referral' and will complete 5 periods working in the referral room under supervision (reduced to 3 periods for good behaviour). See adjustments for SEND students further on in this documentation.

The referral room is intended to remove students from lesson so that class learning may continue without further disruption. A one- hour detention will be issued by the Curriculum Leader. Following referrals staff should encourage students to reflect on, and modify, their behaviour, discussing strategies to reduce the likelihood of reoccurrence. Students who receive 3 C4 referrals, Progress Leaders will arrange for a parental meeting to discuss persistent poor behaviour in lessons.

Referral logs will be overseen by the Assistant Headteacher responsible for behaviour and will be monitored on a weekly basis by Progress Leaders and Curriculum Leaders to identify patterns or deterioration in behaviours.

### **Searching Pupils:**

The Headteacher, SLT and Progress Leaders can search pupils with their consent for any item, and without their consent, where they suspect the pupil has a prohibited item. These powers are detailed in The Department for Education guidance document entitled 'Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies.' The document is available to download from the DFE website.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/e-cigarette

### **Restorative support:**

Parents may be invited into school at any time to discuss their child's behaviour but an invitation will be made if the child has received repeated consequence points and has not improved their behaviour. A large emphasis is to be placed on restorative work with pupils, providing a support network to reform behaviour. This can include: focused work and mentoring from the form tutor, Progress Leader or Learning Mentors, support from the SEND department, emotional health support through counselling, Early Help plans and further agency support. Students may be referred to undertake programmes delivered by one of our external partnerships or specialists.

### **Pupils' conduct outside of Maricourt:**

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Under this policy the Headteacher may discipline a pupil for any misbehaviour off the school premises witnessed by a staff member or reported to the school when the pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- takes away the right of others to feel safe e.g. inappropriate use of social media (in which case it may be appropriate to involve the Police);
- could adversely affect the reputation of the school.

### **Restraint:**

Pupils may be restrained using reasonable force to prevent pupils from:

- committing a criminal offence
- injuring themselves or others
- causing serious damage to property

All instances will be recorded and the Headteacher will be informed.

### **Exclusion from School:**

We aim for no pupil to be excluded from Maricourt. Where pupils make mistakes in their behaviour they are encouraged and supported to reflect and take responsibility. A range of interventions such as Learning Mentors and outside agencies are used by the school to support students when behaviour has deteriorated.

Exclusion may be considered however if improvements are not made. Examples of this include:

- persistently poor behaviour for which internal exclusions has been ineffective
- failure of a behaviour contract such as a PSP (Pastoral Support Programme)
- violence or verbal aggression will normally result in exclusion from school;
- the use or supplying of illegal substances in school, or on the way to or from school will not be tolerated
- as part of a graduated response a pupil may be excluded for one or more fixed periods or permanently;



- if further evidence comes to light a fixed period exclusion may be extended or a permanent exclusion may be considered;

Maricourt has the authority to direct a pupil offsite for education to improve their behaviour.

All exclusions will be followed by a reintegration meeting to assess the child's readiness for school and any support which may be required moving forward.

### **Monitoring and Logging of behaviour and rewards:**

All staff are responsible for logging consequences and rewards. We strive for a culture which accepts that behaviour is the responsibility of everyone involved and that the rewards and consequences policy is followed with consistency. As previously stated SLT will arrange for progress leaders to receive a weekly overview of behaviour and reward points. This will allow progress leaders to spot patterns in behaviour and address inline with the behaviour policy and allow for appropriate interventions.

Progress leaders will cascade information to form tutors who will discuss this with their form class each week, the aim is to remind students that the monitoring is place to support learning, but also to celebrate good behaviour

In the first instance a form tutor may issue a form report card to monitor early signs of behaviour deterioration.

We understand the key role that parents and carers play in the behaviour policy, parental contact will be logged for future contact and to allow a positive flow of communication that is centred around the pupil.

### **SEND:**

We will make reasonable adjustments so that rewards and consequences allow for equality. This may require diversion from the original behaviour and consequences policy, to allow for flexibility and consideration of the additional needs a student may have. The school will still ensure there are clear boundaries and that social norms apply. If a student has a special educational need which results in expectations being more difficult to achieve leigh way must be applied. For example, if a student has ADHD then levels of impulsivity must be considered. This will also mean that the number of lesson's in referral must be amended.

Students who would find it more difficult to spend three lessons in referral due to SEND, should receive one less lesson for good behaviour. Teachers would be required to meet the needs set out in the student support plans before applying the behaviour policy.

Although reasonable adjustments will be made the same high expectations should still be upheld, and all students will be reminded on how they should be conducting themselves to ensure the learning environment is positive. This will prevent a culture of being 'let off' and professional judgement should be used and strategies applied.

In the same sense there should be flexibility with rewards to allow an equal platform for achievement.

**Conduct Online:**

Students must consider their behaviour online, especially if this concerns the school or other pupils in it. If behaviour online can jeopardise the learning, safety or wellbeing of themselves or others, then the same level of consequence will be applied. (See anti bullying policy).

## Appendix 1: Rewards



**MARICOURT  
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**Issued by Class Teacher**

**Issued by PL/CL's and SLT**

**R1**

**Examples:**

Excellent piece of classwork

Excellent piece of homework

Excellent effort in class or with homework

Excellent attitude in class.

Excellent contribution in lessons/after school activities

Student displays our Mercy Ethos

**REWARDS:**

**5 REWARD POINTS**

**R2**

**Examples:**

Outstanding piece of classwork

Outstanding piece of homework

Outstanding effort or attitude shown in the classroom

Outstanding contributions to school life.

**REWARDS:**

**10 REWARD POINTS**

**R3**

**Examples :**

**Demonstrating prolonged excellent effort or attitude in a subject/ school club/after school activity.**

**Demonstrating prolonged excellent contributions in lessons/school club/ after school activities**

**REWARDS:**

**PS Connect message home**

**20 REWARD POINTS**

**R4 – Weekly awards**

**Awarded to:**

Progress Leader  
'Student of the Week'  
(each year group)

Curriculum Leader  
'Student of the week'

**REWARDS:**

**Certificate Issued by Progress Leader in assembly/form class**

**Certificate issued by Curriculum Leader**

**PS connect message home**

**Name displayed in subject area/display screens.**

**50 REWARD POINTS**

**R5 – Weekly award**

**Head teacher Weekly Winner**

Highest reward points scorer  
(R1-R3 ONLY) in each year group.

**REWARDS:**

**Prize and Certificate Presented to the winning student in each year group during lesson time by the Headteacher**

**Phone call home from PL/APL.**

**50 REWARD POINTS**

## Appendix 2: Consequences

### C1 (Warning issued; low level disruption)

- A – Shouting out
- B - Distracting the teacher (talkative)
- C- Little or no effort
- D – Not following instructions
- E - Poor attitude
- F- Poor behavior e.g. defiance
- G – other (specify)

#### Consequences:

Formal warning

2 behaviour points

### C2 (Further warning issued)

- A - Shouting out
- B – Distracting the teacher(talkative)
- C - Little or no effort
- D – Not following instructions.
- E – Poor attitude
- F- Poor behaviour e.g. defiance
- G – other (specify)

#### Consequences:

Notifications sent home for students who receive repeated C2's on a weekly basis.  
*(Analysis of C1 and C2 provided to PL's and CL's on a regular basis for intervention)*

5 behaviour points

### C3 (Removal from classroom to a neighbouring classroom)

- A – Persistent shouting out
- B – Constant distraction to the teacher and others
- C – Refusal to complete work set
- D – refusal to follow instructions
- E – Very poor attitude/behaviour
- F – Continued Defiance
- G – other (specify)

#### Consequences:

30 minute departmental detention  
Placed in another classroom for the remainder of lesson

*Detention slip issued end of lesson*

10 behaviour points

### C4 (Subject referral//CL referral : sent to referral room)

#### **Example behaviours:**

- A-Continued distraction
- B-Continued lack of respect
- C-Refusal to work
- D-Continued poor attitude/behaviour

**REASON WILL BE WRITTEN ON THE RED CARD AND LOGGED BY STUDENT SERVICES**

#### Consequences:

Red card referral

Referred to Progress Leader  
Letter sent home via Student Services  
60 minutes detention with Middle Leaders/ Departments

50 behaviour points

### C5 Progress Leader/SLT referral

#### **Example behaviours:**

- A-Extreme behaviour
- B-Refusal to co-operate
- C-Persistent defiance.
- D-Truancy
- E-Damage to school property
- F-Unsafe behaviour

**REASON WILL BE WRITTEN ON THE RED CARD AND LOGGED BY STUDENT SERVICES.**

#### Consequences:

Progress Leader red card referral  
60 minute detention with PL/APL  
Phone call home

SLT involvement when necessary  
Students may be sent home

50 behaviour points

