



Academy

INTERNATIONAL BOARDING SCHOOLS

EF ACADEMY - TORBAY

Rewards, Behaviour & Sanctions Policy

Persons involved in the development of the Policy

Headteacher

School Governing Body

Date of Commencement of the Policy: November 2010

Dates Reviewed: October 2013, October 2015

Frequency of Review: 2 Years



Rewards, Behaviour & Sanctions Policy

Purpose

EF Academy Torbay believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline through a system of rewards and sanctions
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviours
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationships with host families, parents and carers to develop a shared approach which involves them in the implementation of the school's policies and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.

Staff have responsibility, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

- All staff will ensure there is no differential application of the policy and procedures on any grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, disability, sex (gender), sexual orientation, ethnic background, religious faith, appearance, issues in the family, ethnic or national origin or because of cultural background, linguistic background, special educational needs, or academic or sporting ability. They will also ensure that the concerns of students are listened to, and appropriately addressed. **All staff will ensure that provision is made for**



SEND students whose needs will be taken into account and they will be treated accordingly.

All stakeholders will be expected, encouraged and supported to take responsibility for the behaviour of the student both inside and outside the school

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behavior. The school operates an 'ACE' praise-card reward system that involves competition among the houses (A = Academic Achievement, C = Caring and Sharing in the Community, E= Enrichment). Leaders in each category are recognized in assemblies throughout the year and the house prizes will be given at the Graduation and Awards ceremony.

Code of Conduct – see Student Handbook

The following is a summary of the Code of Conduct. The full code of conduct will be issued to students on arrival in the student handbook. Rewards will be given through the praise card system as above, and sanctions will be applied according to the Behaviour and Sanctions Grid (B&S Grid). The Guidance Counsellors, Assistant Head Teacher/s, and/or the Head Teacher will interview any student not conforming to the code or to its spirit, depending at which level the misbehavior/misconduct/breach of school rules is considered to be and apply the appropriate sanction according to the B&S Grid. In all cases above minor behavioural incidents, the school will communicate the misbehavior and rules breach sanctions to parents. In all cases, the school will support the student to modify and improve their behavior.

If the unacceptable behaviour continues, the sanctions and level of warning letter will escalate. Letters setting out the school's concerns will be issued to the student and parents. The student and parent may be asked to sign a School-Student-Parent Agreement which lays out the standard of behavior that the student is expected to meet.



If there is still no improvement, the Head Teacher, Guidance Counsellor and/or Assistant Head Teacher/s will discuss the case and escalate the case further if needed. A decision will be made as to the student's future membership of EF Academy Torbay. In the event of gross misconduct this will be initiated without the first written warning.

Summary of the Code of Conduct

You are expected to:

- be in full attendance each day, except when on approved leave, although you may leave the premises during lunch time but you must sign out and sign back in again at lunchtime if you are under 16 or if you leave the building at any other time during the school teaching day (8:30 to 4:00) no matter what age you are.
- be punctual in the mornings and for all commitments thereafter.
- do all work set and complete assignments on time.
- behave in a civilised way both on and off the premises.
- use school property with care, and for sanctioned purposes only, and to reimburse the school for any losses or damage caused.
- treat other students and all staff with respect and courtesy at all times.

The following are not acceptable:

- There is a strict NO SMOKING rule in all buildings.
- Alcoholic drinks are not allowed on school premises, nor is the consumption of alcohol allowed at any time during the school day, on or off campus.
- No unauthorised drugs are allowed. Any involvement with illegal substances is likely to result in your permanent exclusion from the school.
- Gambling of any kind is forbidden in school.
- Mobile phones may not be used during lesson time and must be placed in the receptacle provided. Teachers may permit students to use mobile phone 'Apps' for certain research projects, otherwise it is sanctionable for a student to be in possession of a phone during lesson-time.

Please do not break the law. If you do, you will almost certainly be sent straight home on the next available flight and you may even risk being sent to prison. The following is a very brief guide to some areas of illegality which may affect you.

- Smoking in any public building
- Non-prescribed drugs, including cannabis and so called 'legal highs' which are treated as illegal substances until proved otherwise by the police because they can be life-threatening.

If you are under 18,

- it is illegal to buy alcohol
- It is illegal to buy alcohol for anyone under the age of 18



- If you are under 18, it is illegal to buy tobacco
- It is illegal to buy tobacco for others under the age of 18
- Driving without insurance or a valid driving licence
- Carrying an offensive weapon (including small pocket knives)
- Causing a disturbance (including loud noises) in the street or other public places
- Shop-lifting or any kind of theft

If you are under 16, it is illegal to smoke tobacco in the UK

Statement of belief

Joining the EF Academy Torbay community requires the acceptance of principles which allow everyone to have their rights respected.

You are expected to act with common sense, courtesy and co-operation. This will make your work as a student productive, enjoyable and ultimately successful. Infringements of this code will lead to sanctions.

All students have a right to learn.

Behaviour in the school should at all times be conducive to learning.

Respect for property is a value of our society. Each student is expected to help to maintain and protect the school's property and environment and their own property. Respect must be shown for the property of others.

All relationships within the school should be characterised by respect, care and concern for the other person, whether a staff member or another student. Bullying and harassing behaviour is never acceptable and students who offend have no place in our community.

Care and concern for others should be extended to members of the public on public transport and in public places.

A community depends on every member to contribute to its functioning. Every student should contribute to the sense of community in class. Courtesy, punctuality and orderly behaviour in and out of the classroom are required.

Respect for the law as well as the health and well being of the individual is important. Smoking, possession or drinking of alcohol and possession or taking of drugs are strictly forbidden. Students who do not respect the law in relation to these matters may be asked to leave the school.

Acceptance for attending EF Academy Torbay carries the obligation of full attendance at school. Exemption from attendance can only be given by the school through the



procedures that are put in place. **YOU MUST personally contact your Guidance Counsellor by 8:30 am if you are too sick to attend school. If you want to be absent for any other purpose, including for the purpose of travelling outside the immediate local area at the weekends, YOU MUST contact your Guidance Counsellor well in advance so that you can provide the necessary details, permissions and paperwork.**

Students must make attendance at class their top priority. Students must not arrange holidays or visit during term time. In times of family emergencies etc. the student should discuss this as soon as possible with their Guidance Counsellor and fill out the necessary request forms to obtain the school's agreement for special leave.

Medical, dental and other appointments should be made in the students' own time. However, the school recognizes that this is not always possible. If you need to be absent in class time to attend such an appointment, please make sure that your guidance counselor is aware so that they can make the appropriate adjustment to the school register so that your teachers are aware that you have permission to be absent from their lessons, and also to make sure that your school record is updated regarding health issues.

Ambassadors for the College

We want students to be good ambassadors for the college. Students need to be aware that the good reputation of the College rests on their conduct as they walk about the town. Students should not behave in a loud disorderly manner or force people off the pavements as they walk along in groups.

Out of Bounds areas and premises

Students under the age of 18 are forbidden to enter amusement arcades, pubs or clubs & betting shops and casinos.

From time to time, the school may also designate certain public areas as out of bounds for a period of time, depending on local safety issues.

Alcohol and Illegal Drugs (See School's policy on Smoking Alcohol and Substance Abuse)

Alcohol affects many aspects of behaviour and those students whose behaviour reflects badly upon the College due to the influence of alcohol will be subject to disciplinary measures, even if they are over 18 and can legally drink alcohol. Students under 18 may not consume, buy or share alcohol under UK law or under school rules. Possessing, using or supplying drugs is against the law in the UK and against all school rules. This includes so-called 'legal highs'.

Damage to Property

Any damage to property as a result of foolish or reckless behaviour or deliberate/intentional vandalism within the school, the residences or in the Host Family will result in those responsible being liable to pay for any damages caused.

Criminal Offences



The following activities are examples of criminal offences that carry the consequence of arrest by the police, imprisonment and deportation.

- *Carrying any type of weapon (e.g. a knife)*
- *Theft or Shoplifting*
- *Public disorderliness or drunkenness*
- *Possessing, using or supplying illegal drugs*
- *Anti-social behaviour*
- *Hate crimes (such as racism)*
- *Motoring offences: driving without insurance, after drinking alcohol, driving dangerously*
- *Sexual offences: e.g. indecent exposure, attempted rape*
- *Damage to property*

Incidents of theft, violence, drug abuse or other extremely serious cases will be referred to the Police as necessary and, once legal procedures have been satisfied, the student will be sent home immediately at the parent's expense.

Searching and Confiscation

The school can search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item:

- knives or weapons
- alcohol
- illegal drugs or so called 'legal highs'
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student).

In addition, the Headteacher and authorized staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The school can also confiscate a student's phone for the day as a sanction, as a matter of safeguarding (protection of other students) or as a means of protecting a student during an investigation in which they are a witness or perpetrator. Phones should always be



returned to students at the end of the school day unless there is a safeguarding related reason not to.

Searches can be conducted as above even when the student does not consent to the search.

Use Of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. The school must record any such use of restraint.

The Headteacher and authorized staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs or so called 'legal highs', stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles have been or could be used to commit an offence or cause harm.

Any use of restraint as described above will be recorded. The school records all major behavioural incidents, serious sanctions and monitors pupils who have been involved in such.

Use of isolation as a sanction

The school may temporarily isolate a student from classes or peers as a sanction for unacceptable behaviour ('internal suspension'). This may range from working in a separate room to being 'parked' in another teacher's classroom. The student will be permitted breaks, to eat, drink and to use the toilets, and it is expected that the student will use this period of time as constructively as possible and is expected to complete any work set for them by their teachers during this time. If the student is considered to represent a risk to themselves or others, and isolation in a separate room is considered to reduce this risk, then the child may not be permitted to leave the room unless accompanied by a member of staff, and may be required to take breaks at different times to their peers.

Records of Major Behavioural Incidents and Serious Sanctions

When a student is sanctioned at formal warning letter level or higher (e.g. final warning letter or exclusion/expulsion notice, the school records the incident and a copy of the warning is placed in the students confidential file.

For further details about rewards, behaviour and sanctions please refer to the Student Handbook for the Code of Conduct and to the Behaviour and Sanctions Grid, see below, for procedures in dealing with poor behavior, and to house and tutor group information about the 'ACE' praise card system for students rewards for academic, community service and enrichment excellence.



Level of sanctions:

behavioural offences, academic & pastoral related issues

Summary:

- Low Level:** student is dealt with informally by teacher, tutor, HP, HoF/D or GC. No letters are sent home at this stage, however, an informal email / phone call can be exchanged between GC and parents in the spirit of supporting the student to adjust their behaviour before it escalates. Academic concerns (including in-class behavioural issues) will be cc'd to CC, DHT and HT. General behavioural or pastoral concerns will be cc'd to AHT. *GC to log on Powerschool and provide an alert to teachers via Powerschool.*
- Medium Level:** student is dealt with formally by AHT or DHT (if academic) with GC to support student, and HT and CC and HoF/D kept informed and involved if necessary. A formal written warning signed by AHT or DHT (if academic) or a final written warning signed by DHT will usually be sent to the parents. AHT or DHT (if academic) to send letter to parent*, cc to CPM, HT, AHT/DHT, CC and GC. *GC logs on Powerschool and provides alert to teachers on Powerschool.*
- High Level:** due to possibility of exclusion or expulsion, HT will deal formally with student, assisted by GC and keeping DHT, AHT and CC informed. Final Warning Letter or Notice of Exclusion/Expulsion signed by HT*, cc to CPM, DHT, AHT, CC and GC. *GC to log on Powerschool and provide alert to teachers. (Before any exclusion/expulsion there will be a panel discussion.)*

See table on following page, followed by list of examples

*If there is already a relationship with parent and/or they speak English, communication should be directly to parent with cc to CPM and SM; if not, then communication should be direct to CPM with cc to parent and SM.

BEHAVIOUR & SANCTION GRID	LOW (formerly P,1,2)	MEDIUM (formerly 3,4)	HIGH (formerly 5,6)
	Informal	Formal	Formal
Person dealing with student/communicating with parent* / Admissions	GCs/HoFs/HP/AO cc: CC, AHT	GCs/AHT (if pastoral) or DHT (if academic)* cc: AHT, DHT, CC, HT, Admissions (CPM, SM)	GCs/HT cc: DHT, AHT, CC, Admissions (CPM/SM), DoGO



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<p>Form of communication with parent and student support</p>	<p>Email/phone call to parent Support card monitored by teachers (academic) or GC (behaviour/pastoral).</p>	<p>Formal warning (AHT) or final warning letter (HT), to parent with parent-school-student agreement if necessary. Support card monitored by GC/HoF if necessary.</p>	<p>Suspension /exclusion letter or expulsion letter to parent, with return to school agreement if applicable.</p>
<p>Type of sanction / remedy</p>	<p>Admonishment, Detentions of various levels, Grounding, Specific tasks, etc.**</p> <p>** should be relevant to rule violation / type of unacceptable behaviour; at this level we are supporting and helping to reform.</p>	<p>In-school isolation, Grounding, Letters of apology;</p> <p>Privilege Withdrawal, such as not permitted to attend school social events or non-educational trips or being temporarily or permanently banned from visiting friends in residences (possible exception for activities/events taking place at residences).</p> <p>Supported and monitored by GC/HoF (if academic) and /or CCs in coalition with HPs/HFs, AO, AHT, DHT.</p>	<p>Out-of-school isolation/suspension from school;</p> <p>Student sent home temporarily;</p> <p>Student sent home for the school year, with leave to apply to return;</p> <p>Student sent home without leave to apply to return.</p>
<p>Purpose</p>	<p>To support student reform early on; to prevent issues escalating.</p>	<p>To further support student and prevent further escalation.</p>	<p>Only for students who cannot be supported to reform while attending school; decision to exclude made only after panel discussions. Panel = School: DoGO, HT, DHT, AHT Admissions: CPM/SM DoGO to communicate with President</p>
<p>Record of Evidence</p>	<p>HoF/Teacher/Tutor/GC/HP</p>	<p>AHT/DHT place letter</p>	<p>HT places letter in</p>



	logs incident on Powerschool.	in student's confidential G-drive file and GC logs on Powerschool.	student's confidential g-drive file and GC logs on Powerschool.
Communication to other staff (if necessary)	Behavioural or Academic alert; Signing of support card	Behavioural or Academic alert; Signing of support card, ccs when letter is sent out.	Email from HT and/or Monday morning briefing.

*If there is already a relationship with parent and/or they speak English, communication should be directly to parent with cc to CPM and SM; if not, then communication should be direct to CPM with cc to parent and SM.

	LOW (formerly P,1,2)	MEDIUM (formerly 3,4)	HIGH (formerly 5,6)
	Informal	Formal	Formal
Examples of Behaviour leading to this level of sanction	<p>ACADEMIC EXAMPLES</p> <p>Infringement of social code Dress code infringement/ anti-social behaviour/ rudeness/ inappropriate comments or language.</p> <p>Attendance concern Continuous lateness to class/ unauthorised absences/lack of acceptable reasons for absence.</p> <p>Homework concern Homework often late/ not done/completed to a satisfactory standard.</p> <p>Academic progress concern lack of progress /effort in class/poor attitude or level of commitment; not responding to</p>	<p>ACADEMIC EXAMPLES</p> <p>Further referrals or failing to maintain expected standards of behaviour in lessons a concerning lack of improvement in attitude and behaviour.</p> <p>Failing to maintain academic progress and not meeting agreed academic a concerning lack of improvement in attitude to academic responsibilities.</p> <p>Consistently failing to meet academic targets set while at previous sanction level no or little improvement in attitude to behaviour and/or academic responsibilities.</p> <p>Persistent/repeated classroom/academic offences from previous sanction level see examples in previous level.</p> <p>PASTORAL EXAMPLES</p> <p>A serious or very serious incident various; see student /</p>	<p>Distinct failure to meet necessary behavioural standards and agreements a distinct or continual lack of improvement in meeting academic or behavioural responsibilities; repeated risk taking behaviour.</p> <p>Possession of illegal drugs or legal highs.</p> <p>Selling or giving illegal drugs or legal highs other students.</p> <p>A critical incident or extremely serious incident Endangering members of the school community or breaking the law.</p> <p>Persistent infringement of unacceptable Medium Level behaviour. As detailed in Medium Level.</p> <p>Endangering oneself or others by risk-taking behaviour: Consistently disregards curfew time, repeated incidents of alcohol use/abuse, staying out all night,</p>

<p>Examples of Behaviour leading to this level of sanction</p>	<p>teacher guidance, uncooperative behaviour, distinct rudeness, inappropriate comments.</p> <p>Minor classroom behavioural incident; low level classroom disruption Uncooperative to teacher/anti-social to others/inappropriate language or responses in class/inappropriate use of technology.</p> <p>Non-punctuality and unpreparedness for learning Arrived late for lesson without valid reason. Didn't come to class prepared with books, materials. Continual and repeated lateness.</p> <p>Academic referral (consistent low level problem) An academic concern which has happened more than twice and where the students has not responded to guidance by the teacher e.g. homework, uncooperative behaviour or distinct rudeness/inappropriate comments/continual lateness to teacher's lessons.</p>	<p>residence handbook e.g. serious breach of IT user policy, not returning home at night, risk-taking behaviour, intoxication, sexual activity in room, tattoo or body piercing without written parental permission, use of bad language, breaking school rules, entering other students rooms without permission, alcohol misuse, involvement with drugs, aggressive behaviour, racism, sexism, hate mails / sexting, etc., sexual harassment, bullying.</p> <p>Failing to improve after pastoral support at lower level</p> <p>Persistent pastoral offences from Low Level. As detailed in Low Level.</p> <p>Broke the curfew rules. Being very late home for curfew, repeated curfew offences, leaving home again after curfew.</p> <p>Misuse of Internet. Stayed up late (after lights out) playing games.</p> <p>Smoking violation or repeated smoking violations. Smoking a cigarette in bedroom/the bathroom, outside the residence. Repeated instances of being aged under 16 and smoking; Aged over 18 and buying cigarettes for younger students. Aged under 18 and buying cigarettes.</p> <p>Intimidating/rude/aggressive/behaviour or language shouting at roommate, playing music very loud, refusing to turn music down, slamming a door in anger, disrespectful to my HF/HP, refusing to return to school during the day.</p>	<p>sneaking member of the opposite sex in room.</p> <p>Persistent intimidating/rude/aggressive/unacceptable behaviour or language bullying, swearing, physically aggressive to a housemate/staff/HF/HP/GC etc.</p> <p>Repeated and persisted smoking in house, residence or outside residences and school campus, or leaving lessons to smoke.</p> <p>Stealing theft of money /property from Host Family/ Roommate/student at school; taking money from roommate's wallet, using roommate's debit card to buy watch, taking money from another student's wallet, theft of laptop, tablet, phone, etc.</p> <p>Alcohol Abuse & Misuse being severely intoxicated, giving alcohol to others resulting in their severe intoxication, giving alcohol to students under 18, using fake ID to get into pubs/bars/nightclubs.</p> <p>Abuse of Internet viewing inappropriate material; engaging in cyber bullying; sending anti-social messages; repeated incidence/s of gaming after lights out.</p>
<p>Examples of Behaviour</p>	<p>Teacher/ Tutor admonishment for the above: Should include an</p>	<p>Stealing (minor) taking snack food from roommate's draw</p>	



	<p>behavioural pattern/ concern which has become significant. Breaking curfew, lateness to school, inappropriate clothing or speech, issues at host family or residence; unexplained absence, missing curfew, smoking on premises.</p> <p>Breaking Host Family/Residence Rules</p> <p>Didn't tell my HF/HP that I had other plans to eat; didn't return in time for dinner/ate out.</p> <p>Bought home friends without permission or Brought friends into the house when HF was out.</p> <p>Cooked food in the bedroom; keeping rice cooker or kettle in room.</p> <p>Took food without permission, drank all the milk in the fridge.</p> <p>Disrespectful to House Parents/Host Family</p> <p>Impoliteness -- not saying "Hello or Goodbye"/"Please and Thank you", arguing about curfew or reasonable request not to bring so many friends home.</p> <p>Ignored/not communicated with HF/HP. Not responding or regularly talking to</p>		
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	<p>HF/HP.</p> <p>Anti-social or Unacceptable/disrespectful Personal Behaviour</p> <p>Poor hygiene not showering and/or not washing clothes regularly.</p> <p>Poor timekeeping not getting up on time for school.</p> <p>Breaking School Rules such as the following:</p> <p>Smoking smoked outside the school, across the road from the school, left classroom and took cigarette break. Aged under-16 and smoking. Aged under 18 and buying cigarettes.</p> <p>Failure to sign in/out when required</p> <p>Lending/borrowing money lent a large sum of money to my friend who is now not giving it back; borrowing money and avoiding paying it back.</p> <p>Buying/selling between students selling packets of cigarettes to friends, selling a bike or a computer to another student without letting GC know to establish fairness in the agreement</p> <p>Accidental Damage to Property Unintentional</p>		
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	<p>damage to HF/Residence hair dye container exploded in bin (GC will assist student to claim on insurance if necessary).</p> <p>GC/HP/AO guidance & support for the above: Should include an outline of immediate and future consequences, give clear guidance and outline targets and expectations for student to meet. <i>If this is an escalating issue, refer to AHT (formal stage).</i></p>		
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