



## **Croydon High School GDST Senior School Rewards and Sanctions**

**Responsibility:** Deputy Head (Pastoral)  
**Last review:** September 2021  
**Next Review:** July 2023

At Croydon High School we wish for pupils to be motivated by their own goals. The reward system should be seen as a recognition of this internal motivation, rather than the driving force behind it. The ethos is one of “catch pupils being good”, and daily interactions support this just as much as the formal systems described below.

### **Rewards**

Croydon High School recognises the efforts and achievements of its pupils in a variety of ways. The culture is a supportive one in which participation is valued as highly as excellence, such that one leads to the other in all manner of fields. Pupils are encouraged to stretch themselves and congratulated when doing so. Personal and team achievements regularly receive mention in whole school assemblies and other smaller forums.

Formal rewards are issued on a scale as follows:

1. The ATHENA House Points system exists to identify to pupils the particular academic skill they have demonstrated.

OR

2. Commendations awarded for praiseworthy behaviour/effort regardless of outcome. In such cases, it is a pupil’s attitude and application receiving praise, for example: self-sacrifice on behalf of others, empathy, teamwork, exceptional effort, resilience, kindness

### **Athena Academic House Points**

The character, Athena, is the goddess of wisdom and awareness. Simply put, our academic house points system seeks to promote and celebrate the development of *wisdom* while, in tandem, drawing *awareness* to the qualities needed to achieve it. There are six different types of academic house point:

ACADEMIC ATTAINMENT  
EFFORT & TENACITY  
CRITICAL THINKING & APPLICATION  
INDEPENDENT LEARNING

COMMUNICATION & COLLABORATION  
CREATIVITY

House Points	What might they be awarded for?
<b>ACADEMIC ATTAINMENT</b>	<ul style="list-style-type: none"> <li>• A high or consistent level of attainment in classwork, PREP or assessment, or for when it is clear that you have made significant academic progress;</li> </ul>
<b>EFFORT &amp; TENACITY</b>	<ul style="list-style-type: none"> <li>• In recognition of your effort in a particular activity or over a period of time;</li> <li>• You display a positive attitude in your learning, and you are able to keep going when a task is hard or when you might not have done as well as you wanted to.</li> </ul>
<b>CRITICAL THINKING &amp; APPLICATION</b>	<ul style="list-style-type: none"> <li>• The ability to analyse, evaluate and synthesise different sources of information;</li> <li>• The ability to apply your knowledge in an unfamiliar context.</li> </ul>
<b>INDEPENDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• The ability to seek out new knowledge independently of your lessons or teachers, and pursue your own academic interests at a high level.</li> </ul>
<b>COMMUNICATION &amp; COLLABORATION</b>	<ul style="list-style-type: none"> <li>• You can communicate your ideas and understanding clearly;</li> <li>• You are highly productive when working with others.</li> </ul>
<b>CREATIVITY</b>	<ul style="list-style-type: none"> <li>• You demonstrate imaginative and original ideas in your learning.</li> </ul>



Teachers can reward academic house points by sticking the relevant sticker on the corresponding piece of work. Pupils are responsible for keeping a tally of the house points they receive in their planner. Totals are collected from each house every half term to contribute to the annual house point competition.

### **Commendations: Behaviour & Effort**

Head of Year Accolade

awarded by Head of Year for sustained series of commendations, or for one off accolades.



### **Celebrating Pupils' Progress & Achievements**

It is also possible for any member of staff to send a message to

“[celebratingpupilssenior@cry.gdst.net](mailto:celebratingpupilssenior@cry.gdst.net)” in the Senior School, which generates a postcard to be sent home to recognise moments where pupils have impressed in any of the ways described above.

### **Sanctions**

At Croydon High School we enjoy, and expect, a high calibre of discipline from pupils. This is demonstrated daily in the mutual respect shown in interactions between all staff and pupils. On occasion, however, behaviour may step outside expectations. Croydon High School appreciates that behaviour is not necessarily representative of mindset, and that poor behaviour is often better managed with support than punishment.

It is the responsibility of all staff to manage poor behaviour with professional judgement at the point of occurrence. In doing so, poor behaviour is addressed immediately, expected standards are made clear to all present and the crucial element of pastoral care (explaining and offering boundaries and guidance) remains at the heart of the interaction.

When poor behaviour is repeated, persistent or the gravity warrants it, formal sanction procedures may begin. There follows a tiered response that a pupil may expect if behaviour remains unchanged. Heads of Year will exercise discretion, however, as to which sanction is the most appropriate, based upon individual circumstance.

### **Sanctions Pyramid**

Pupils may receive a sanction, recorded on CPOMS, for low-level misdemeanours including but not limited to:

- Chewing gum, poor uniform\*, using a mobile phone<sup>1</sup> around the school, late/lack of homework, persistent disruption to the learning of others, persistently off task in lessons, non-attendance at a re-test, mobile phone out in lesson (without explicit permission), persistent lateness.
- Pupils earning 3 sanctions in a fortnight, 4 sanctions in three weeks or more than 6 sanctions per half term should expect to sit a Friday after school detention. (Nb. detention paragraph below)

- Pupils found to be truanting or plagiarising\*\* should expect a detention.
- Pupils earning three detentions in a term will sit a Saturday SLT detention. Such occasions are rare, and a conversation at Headmistress level should be expected.
- In the rarest cases, a pupil's conduct may warrant a suspension from lessons on an internal or external basis.
- Finally, if a pupil is not responding to support strategies put in place and continues to display unacceptable behaviour, the Headmistress is at liberty to consider the pupil's place at the school.

### **Detention**

Croydon High School recognises that certain behaviours stem from a pupil in need of assistance rather than punishment. To that end "detention" may take many forms, or be replaced with another suitable strategy at the Head of Year's discretion.

### **Procedure for Rewards and Sanctions**

#### **Rewards**

Reward stickers are issued by teaching staff directly onto pupil work. These should also be recorded on CPOMS (or pupil information recording repository) by tutors at the end of a half term. Pupils have responsibility for keeping their commendations safe. A commendation may also be given for non-written work, using the pastoral commendation section of CPOMS.

#### **Sanctions**

Poor behaviour is challenged verbally, and/or another suitable strategy employed (for instance, a 10-minute call back at 12:50). Should the offence be repeated, a verbal reprimand is accompanied by adding of a sanction on CPOMS. Some behaviour may warrant a sanction directly but **must always be challenged verbally** and the pupil notified that the behaviour is being recorded.

Tutors receive email notification of Rewards and Sanctions issued to their tutees. The intention is that any pattern of poor behaviour is noticed early, and any praise is consolidated. Tutors can then have relevant conversations with tutees and for updating one-to-one meetings.

Serious sanctions (deemed to be beyond an evening detention) will be accompanied by a conversation or meeting with parents and guardians. Such sanctions are logged centrally. Should the situation require it, the school would liaise closely with external agencies such as the police, CAMHS or another local agency.

### **Uniform: Guidelines Years 7 to 11.**

**Uniform guidelines are published in a separate document.**

**The following reminders are included:**

- Skirts should not be rolled. Make-up should be discrete and minimal. Earrings, if worn, should be matching studs in the lower lobe. Necklaces should not be worn (exceptions for religious observance may be permitted). Nail varnish should not be worn. Hair should be off the face, tied back. Year 10 upwards may wear their hair down, but should have the ability to tie it back upon request (practical work, sport etc.) The school follows the Halo Code with respect to hair, and asks that pupil hair is safe with a view to the different activities faced at school.

- Any necessary exceptions due to religious or medical grounds will be considered, usually with a conversation to establish how a girl can best observe the uniform requirements.

### **Sixth Form**

- Sixth form uniform should be business-like. Facial piercings are not permitted.
- Sixth formers may use mobile phones in the Sixth form centre. They are asked to refrain from doing so in other areas of the school.