

St George's School

	Rewards & Consequences Policy	
	Committee: Students and Staff Committee	
	Co-ordinator : Mr M Tookey	
	Last Reviewed : Summer 2025	Next Review : Summer 2028
	Policy links to: • Behaviour Management Policy • Boarding Terms & Conditions • Drug & Substance Abuse Policy • Expectations & Behaviour Policy • Suspension & Exclusion Policy • Uniform & Appearance Policy	

Introduction

At St George's, we are committed to maintaining high standards of work, behaviour, and community engagement. This is supported by a structured system of rewards and consequences that aligns with our relationship-driven approach. We believe in fostering mutual respect and understanding between staff and students, ensuring that discipline and recognition are rooted in strong, positive relationships.

Rewards

Our rewards reflect our commitment to celebrating each student's God-given talents, fostering a culture of gratitude, and encouraging positive behaviour, as we strive to "spur one another on toward love and good deeds" (Hebrews 10:4).

Our rewards system is designed to celebrate and encourage positive behaviour, effort, and achievement. It reflects the school's commitment towards positivity, kindness, responsibility and togetherness:

Aim Higher by being obviously...	
Positive: Recognising and celebrating achievements to inspire continued effort and enthusiasm.	Kind: Encouraging actions that foster empathy, support, and respect within the school community.
Responsible: Highlighting the importance of accountability and individual contributions.	Together: Building a sense of belonging and unity through shared goals and achievements.

St George's School

Recorded Rewards from Tutors and Teachers

The following rewards are logged on our Management Information System (MIS). For each, achievement points are assigned. Parents can view rewards and achievement points via Edulink, and the current total is published to parents on progress reviews (reports).

Merit	Awarded for outstanding work, helpful behaviour, or exceptional effort. Awarded verbally, via a stamp, or written comment.
Shout-Out Card	Awarded for outstanding work, helpful behaviour, or exceptional effort that goes above and beyond expectations. A physical postcard handed to a student in class. Equivalent to 2 merit marks.
Phone Call Home	Undertaken following significant achievements, sustained excellence and/or significant progress. Equivalent to 3 merit marks.
Postcards Home	Sent periodically by staff to celebrate exceptional contributions, such as academic or extracurricular achievements. Equivalent to 4 merit marks.

Commendations

These are awarded to students who have consistently demonstrated excellence in one or more of the following areas: academic achievement; effort and commitment; leadership; conduct and character; contribution to House Spirit. Commendations will also be awarded for significant and sustained improvement.

There are two tiers of commendation:

- **House Commendation.**
 - Awarded at the end of each term to students selected by the House team.
 - Students receive a certificate, public recognition in the House Assembly, and achievement points equivalent to 5 merit marks.
- **Headteacher Commendations**
 - Awarded at regular intervals in the school year.
 - Each Head of House supports the Headteacher in identifying students for this award.
 - Recipients will meet the Headteacher and receive a St George's bookmark and a special pin badge. They will also receive achievement points equivalent to 10 merit marks.

Colours

There are three categories of colours awarded at St George's and these are recognised by the award of a pin badge or a tie:

House Colours • Can be awarded once during a student's time at the school • Recognise significant contribution to House life and/or students who embody the school ethos and serve as positive role models • A pin badge is awarded annually at Prize Giving	Academic Colours • Awarded for exceptional attainment or contribution in one or more subject areas • Half Colours: Pin badge awarded at the end of the Spring Term • Full Colours: Students nominated across multiple subjects receive a tie	Co-Curricular Colours • Awarded for outstanding talent, dedication, and leadership in areas such as Sport, Music, Drama, or Debating • Half Colours: Pin badge awarded at the end of the Spring and Summer Terms • Full Colours: Students may be awarded a tie (e.g. for Full Sports Colours)
---	---	--

St George's School

School Colours

- Awarded across Lower (Years 7–8), Middle (Years 9–10), and Upper School (Years 11–13)
- Recognise exceptional and sustained contributions across Academic, Co-Curricular, and House life
- A school tie is awarded at the relevant Prize Giving ceremony

School Prize Giving

Each year, the school hosts Parents, Carers, Governors and special guests for three prize giving ceremonies; Lower, Middle and Upper. At these ceremonies, various prizes are awarded:

- Subject prizes
- Special Prizes
- House Colours
- Governors Awards
- Boarding Colours and Award

Other Rewards

- Reading Pin Badges: Bronze, Silver and Gold pins are awarded for excellent participation in tutor base book clubs.
- Public Recognition and Certificate Awards for achievements in competition inside and beyond school.
- Honours boards for National representation in sport.
- House awards.
- Boarding awards: Dorm inspection prize, appreciation awards, Boarder of the Week.

Leadership Roles

Whilst not a reward, student leadership and responsibility is fostered throughout the school, with multiple opportunities to represent and serve the school community. Many of our students covet these posts.

- School Captains / House Captains / Boarding Captains / Form Captains
- Prefects / Sub Prefects / Boarding prefect
- Sports Captains / Vice-captains / House Sports Captains
- Leading clubs, societies and activities
- In Class Support
- Role modelling positive attitudes and behaviours

This list is not exhaustive and there are many other opportunities for students to demonstrate initiative and leadership across all areas of school life.

St George's School

Consequences

To support our students in developing accountability, self-awareness, and empathy, it is essential to help them understand that actions have consequences. While our overall approach prioritises recognising and rewarding positive behaviour, there are occasions when clear, proportionate consequences are necessary to help manage poor behaviour and reinforce the boundaries that enable a safe and respectful school environment. This approach is rooted in our Christian ethos, which teaches the importance of justice, forgiveness, and restoration.

When behaviour falls below our expectations, we will implement the following principles:

- We aim to apply consequences consistently to ensure fairness and clarity.
- Sanctions are structured to provide clear and consistent responses to inappropriate behaviour, ensuring that all members of the school community understand their responsibilities.
- Alongside sanctions, we are committed to supporting students in improving their behaviour.

This approach aims to help students:

- Take ownership of their behaviour.
- Develop an understanding of how their actions affect others.
- Learn to make responsible decisions in the future.

The role of the tutor and teacher

Tutors and teachers play a crucial role in addressing issues directly, guiding students to reflect on their actions, take responsibility for their behaviour, and understand the impact it has on others. By managing situations themselves, teachers model accountability and reinforce the principles of self-awareness and empathy. Prior to issuing a detention, staff will use a variety of informal sanctions to address issues that arise. These should be logged as action taken on the school's MIS.

Verbal	Non-Verbal
Words of advice Verbal Reprimand Reminder of Expectations Restorative Conversation	Cooling-Off Period Loss of Privilege Directed to move seats Re-completion of work Short keep behind

However, it is equally important that more serious issues, and repeated offences, are addressed robustly, ensuring clear and consistent consequences that uphold the standards of our school community. Persistent or significant concerns can be addressed or escalated by:

- The teacher setting a "Teacher Detention" (see below)
- Referral to their Subject Leader, Head of Faculty, the student's Head of House or a member of the Senior Leadership Team.
- Parental Contact.
- Use of the 'On Call' system:
 - If the learning of others is being disrupted.
 - Whenever a student is wilfully defiant or intentionally disrespectful

St George's School

Detentions ladder for more significant and repeated behaviours

The school uses a clear system of escalation for repeat behaviours. The following table shows the hierarchy of detentions. While most issues are managed through this graduated approach, acute incidents may warrant an immediate higher level of sanction to address the severity of the behaviour and its impact.

Detention Type	Typical Duration	Time	Staff Supervising	Notes
Teacher	Up to 30mins	Lunchtime	Subject Teacher	
Subject	30mins – 1hrs	After school	Heads of Departments & Deputy Heads of Faculty	
School	1 hour	After school Thursday	Heads of House & Head of Faculty (Rota)	“Academic” or “Pastoral”
SLT	1.5 hours	After school Friday	Senior Leadership Team (Rota)	Only issued by a Deputy Head. A formal letter is issued and recorded

Suspension and Exclusion

For continued disruption and exceptional breaches of the school rules further escalation may be warranted. Please see the Suspensions & Exclusions Policy.

Confiscation and Seizure

This applies to

- Items forbidden in school or deemed harmful to others.
- Items that contravene the uniform rules.
- Items being used inappropriately, in violation of school rules, or at an unsuitable time or place.

The school operates a clear, escalating system:

1. First Offence: The device will be returned at the end of the day.
2. Second Offence: The device will be retained until the end of the week.
3. Third Offence: The device must be collected by a parent or guardian at the end of the week.

Confiscated items will normally be collected from Goddard Reception but may be held by a member of the school leadership team. The school reserves the right to require a parent or guardian to come into school to retrieve confiscated items. In exceptional cases, the item may be handed over to the police. In aggravated cases, confiscated items may be seized and destroyed to ensure the safety and well-being of the school community.

Lates

Punctuality is a key expectation at St George's, as it reflects respect for others and the value placed on learning time. The following sanctions are in place to address tardiness:

- Next Day Detention: Students who arrive late to school or lessons without a valid reason will be required to attend a 15-minute detention at lunchtime the following day. Failure to attend will result in an escalation to a School Detention.

St George's School

- 0800 Sign-In: Students who are persistently late will be required to sign in at 8:00 a.m. each morning for a designated period.
- Detention(s): If lateness persists despite these interventions, the matter will be escalated to a School or SLT Detention.

Withdrawal of privileges

- Loss of early leave: Senior staff may require a student to remain in school beyond 11.00 am at the end of term: this is the standard sanction for students in Years 7 to 11 who fail to attend the required 3 Sunday Chapel Sessions per term.
- Exclusion from visits: Students may be excluded from participation in educational visits, even if linked to their curriculum or examination course.
- Removal of a post of responsibility: Posts such as prefects or team captains may be removed temporarily or permanently.
- Exclusion from extracurricular activities: Students may be withdrawn from extracurricular clubs, activities, or sports teams, either temporarily or permanently.
- Loss of Sixth Form privileges: Privileges such as leaving the site at Lunchtime and having autonomy over non-teaching time may be withdrawn.

Boarding incidents

Most incidents which are confined to boarding will be managed within that environment to maintain the distinction between Day and Boarding. The following table shows the escalation ladder for boarding incidents:

Guided boundaries	Low-level, short-term adjustments to reinforce expectations and encourage better routines. E.g early curfew, early bedtime, early phone hand in.
Loss of privileges	Used when behaviour requires a clearer consequence. These sanctions are time-bound and proportionate. E.g. the student may not be allowed to visit the town centre for a fix period.
Gating	A formal restriction requiring the student to demonstrate accountability through regular check-ins with staff.
Boarding Report	Essentially a longer gating, usually lasting 3-5 days depending on the incident. A letter is sent home.
Head of Boarding Detention	For more serious incidents, failing to complete a lower level sanction or as an escalation for repeat behaviours.

The escalation ladder for Boarders continues as follows, with the following consequences involving the engagement of the SLT:

SLT Detention	As outlined above. Issued by the Deputy Head (Pastoral) in consultation with the Director of Boarding.
Required Exeat	The student is required to leave boarding for a short period. Usually 4.00pm until 8.00 am the following day or from Friday afternoon until Sunday evening.

St George's School

Suspension from school and boarding	As above in "Suspension and Exclusion". Additional consideration is made regarding travel and other arrangements as period Required Exeat will accompany any suspension issued to a boarder.
Deemed unsuitable to board	As outlined in the "Boarding Terms and Conditions", students deemed unsuitable to board will be given notice.
Permanent Exclusion	As above "Suspension and Exclusion".