

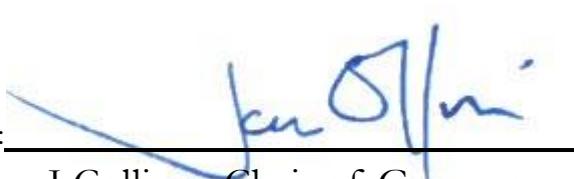


BEHAVIOUR POLICY

This policy is updated and approved by the Governing Body every year

This version was approved December 2018
The next update will be due by December 2019

Signed: _____


J Collins - Chair of Governors



1. Introduction

- 1.1. Aylesbury Grammar School (the 'School') is highly regarded in the local and national community and we recognise the importance of good relationships between all members of the School.
- 1.2. High aspiration and achievement combined with mutual respect are fundamental to the aims of the School. There must be commitment on behalf of all stakeholders to uphold the high standards and values that we expect. Good behaviour is implicit in these expectations and is essential in maintaining the orderly environment necessary for effective teaching and learning.
- 1.3. Every student should seek to attain maximum effort and good conduct and we expect all staff to take the same initiative in maintaining these standards, inside and outside the classroom. It is important that students feel recognised for their achievements and the use of praise is encouraged as an effective means of positive behaviour management.
- 1.4. Good planning, positive role modelling, effective teaching and the consistent and fair use of rewards are deemed as an effective way of ensuring that few serious behavioural problems develop. Since behaviour at the School has been acknowledged as 'Outstanding', it is recognised that the majority of behavioural or learning related problems should be tackled without the need for significant sanctions. However, if the need arises the School's policies should be followed as quickly as possible to achieve resolution on the basis that good discipline provides a secure basis for a happy, secure and high achieving school.
- 1.5. The underlying values of the School are:
Respect - yourself, your peers, school staff, the school environment, and the community;
Aspire - to achieve your best in your learning, in your relationships and in wider life.
- 1.6. Students understand the expectations and their responsibilities through effective guidance and information. Every student and parent/carer signs the Home School Agreement and related Codes of Conduct. Behaviour expectations are consistently reinforced by form tutors and teaching staff. Expectations are further enhanced through the PSHCEE programme and assemblies.

2. Application

- 2.1. This policy should be read in conjunction with:
 - Guide to Rewards – Appendix A
 - Guide to Range of Sanctions – Appendix B
 - Home School Agreement
 - Anti Bullying Policy
 - Controlled Assessment Policy
 - ICT Acceptable Use for Students Policy
 - Drugs Policy
 - Pastoral Care Policy
 - Codes of Conduct for off-site events

These documents may be accessed on the School's website (www.ag.s.bucks.sch.uk) or can be provided on request to office@ag.s.bucks.sch.uk

- 2.2. Further guidance and expectations of members of staff and students can be found in the **Student Planner**, Parents' Handbook and Staff Handbook.
- 2.3. A breach of any of the guides, policies, agreements, codes, guidance or expectations mentioned above will be regarded as a breach of the School's Behaviour Policy for the purpose of imposing sanctions, including formal exclusion from the School.

- 2.4. This policy applies to students while they are in the School, and also while they are outside of the School and are:
- Taking part in any activity organised by, or related to, the School;
- Travelling to and from the School
 - Wearing school uniform;
 - In some other way identifiable as a student of the School.
- 2.5. In addition to the above, students may also be sanctioned for criminal behaviour which happens outside of the School, as well as for non-criminal misbehaviour or bullying which happens outside of the School which:
- Could have repercussions for the orderly running of the School;
 - Poses a threat to another student, a member of staff or a member of the public;
 - Could adversely effect the reputation of the School.
- 2.6. In applying the School's Behaviour Policy, and other related policies as set out above, the School will have regard to its legal duties under the Equality Act 2010 (including the duty not to discriminate against students with protected characteristics, and the Public Sector Equality Duty), as well as its duties towards children with special educational needs.
- 2.7. In particular, the School will make adjustments to the application of the School's Behaviour Policy, and other related policies as set out above, in relation to individual students, where it is reasonable to do so to avoid a substantial disadvantage the student is under because of their disability or special educational needs.

3. Rewards

- 3.1. We seek to recognise and reward a range of achievement, excellent effort, attitude, appearance and attendance. A range of rewards is available and staff are actively encouraged to use the rewards consistently and fairly. The rewards are described more fully in the document 'Guide to Rewards' and include:
- Verbal praise;
 - Merit Marks;
 - Praise Postcards;
 - Letters/emails home;
 - 'Cookie vouchers';
 - Public praise in assembly;
 - Awards and certificates presented in assembly;
 - Privileges and responsibilities (e.g. position of Prefect or Buddy);
 - Prizes awarded at Final Assembly;
 - Honours, colours and prizes at Prize Giving.

This is not an exhaustive list, and some Departments, Year Groups, Houses or Sections may use their own type of rewards to recognise good work and behaviour.

4. Sanctions

- 4.1. The vast majority of students are a credit to the School, their families and themselves, and should receive few significant sanctions. Where sanctions are necessary, staff will ensure that they are proportionate to the misbehaviour involved, and are consistently and fairly applied. Staff will ensure that support is provided where appropriate (see the Pastoral Care Policy).
- 4.2. The sanctions used by the School are described more fully in the document '**Guide to Range of Sanctions**' and include:
- Verbal warning or admonishment;
 - Moved in class;
 - Telephone call home;
 - Information Referral to Tutor;
 - Department Report;
 - Staff Detention;
 - Department Detention;
 - Action Referral to Head of Year;

- Removal from class and referral to a member of the SLT;
- School Detention;
- Head of Year Report;
- Lunchtime Isolation;
- Extended Detention;
- Loss of privileges;
- Loss of Half and Full Merit Holiday;
- Potential removal from school visits, teams and events;
- Internal Isolation;
- Fixed Term Exclusion;
- Permanent Exclusion.

This is not an exhaustive list, and other sanctions may be imposed where appropriate.

- 4.3. Other organisations may also take action in relation to certain types of misbehaviour (e.g. the police when the law has been broken, or the examination boards when malpractice occurs). The School's disciplinary procedures under this policy are separate to action taken by other organisations, and students may still be sanctioned by the School even where they are facing action by another organisation.
- 4.4. When investigating misbehaviour, the School works to the civil burden of proof of 'on a balance of probabilities' (i.e. it is more likely than not that a fact or version of events is true). The police work to the criminal standard of proof of 'beyond reasonable doubt' which is a substantially higher standard to meet. The police also have to be satisfied that they have a realistic prospect of conviction and that it is in the public interest to prosecute. This means that, even where the police have decided to take no further action against a student, the School may still find that the student breached its policies and impose an appropriate sanction.

5. Physical Intervention/Positive Handling

- 5.1. The use of physical restraint complies with the Department for Education guidance 'Use of Reasonable Force' 2013.
- 5.2. Staff must only ever use reasonable force as a last resort, for example to prevent a student from committing an offence, injuring themselves or others, or damaging property.
- 5.3. Reasonable force is used to either control or restrain a student. Control generally implies passive physical contact such as blocking a student's path or physical contact, for example leading a student by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a student under control, such as dealing with students who are fighting and who refuse to separate.
- 5.4. At all times staff should try to avoid causing injury to students and themselves.
- 5.5. If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 5.6. Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

6. Searching and Confiscation

- 6.1. The School follows the guidance from the Department for Education in relation to searching and confiscation (guidance available online)
- 6.2. School staff may search for any item if the student agrees.
- 6.3. The Headmaster and staff authorised by the Headmaster have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 6.4. The list of items prohibited by the School includes:
- offensive weapons
 - alcohol
 - illegal drugs and substances

- material or articles related to illegal substances
- stolen items
- tobacco products
- cigarette products
- e-cigarettes and related products
- any stimulants that alter behaviour
- fireworks and explosive items
- lighters and items of ignition
- pornographic images and material or articles of a sexual nature
- any material or article related to the promotion of activities contrary to the School's values – respect and aspire – for example discrimination, homophobia or extremist views
- chewing gum
- 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 to, or damage to the property of, any person (including the student)

6.5. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider to be harmful or detrimental to School discipline.

6.6. School staff may examine any data or files on an electronic device where there is good reason to do so.

6.7. Where appropriate, parents of the student will be informed that a search has taken place.

6.8. A record of the search, grounds for it and outcome will be kept for information purposes.

7. Mobile Electronic Devices

7.1. A mobile electronic device is any mobile phone or device that is used to communicate and/or store electronic files and data.

7.2. The School operates with responsible mobile electronic use.

7.3. The expectation is that from the point that students walk onto school site and until they leave the site, they will switch off their mobile electronic devices and put them in their blazer, locker or bag.

7.4. Students may still have their mobile electronic devices for the journey to and from school when they must be used responsibly and appropriately.

7.5. A member of staff may give a student permission to use their device for school/home learning purposes during a lesson and may also give permission to use the device for emergency purposes.

7.6. Sixth Form students may use their devices at any time in the Sixth Form areas (outside area, Common Room, Learning Centre and Group Study Room).

7.7. We discourage their use during social periods (break/lunchtime) in Sixth Form social areas.

7.8. Sanctions for breaching these mobile electronic device use rules:

- Any phone/device seen out, or in use during the school day without permission, will be confiscated and collected at the end of the day from the School Office. Students will be asked to place their phones in an envelope and to write their names on the envelope that will be delivered to the School Office.
- If a phone/device is confiscated a second time (within one half term), parents will be informed and a lunchtime community service sanction will be issued.
- If there is a third occurrence then the student will be issued with a School Detention and the phone will be held for collection by a parent.
- Any further misuses will lead to the Head of Year arranging a meeting with parents to agree a further limit on students' access to their phone/device.

7.9. Mobile devices are an item that staff may conduct a search to find, if the member of staff reasonably suspects the device is being used for an illegal or harmful act.

8. Exclusion from School

- 8.1. Only the Headmaster has the authority to impose fixed term or permanent exclusion from School.
- 8.2. When imposing any type of exclusion, the Department for Education's statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed.
- 8.3. Before an exclusion is imposed, the student will be given the opportunity to present their case, wherever practical. The Headmaster will consider the interests and circumstances of the student, including the circumstances giving rise to the possibility of exclusion and any contributing factors, as well as having regard to the interests of other students and members of staff at the School.
- 8.4. The parents of students who are of compulsory school age are under a legal duty to ensure that their child is not present in a public place (including outside the School's gates) during the first five school days of any exclusion.
- 8.5. During the first five school days of any exclusion, work will be set by the student's teachers for the student to complete at home. This work must be returned to the School for marking.

9. Fixed Term Exclusion

- 9.1. Fixed term exclusions are imposed for a specific number of days (up to a maximum of 45 days in any school year).
- 9.2. From the sixth school day of a fixed term exclusion, the School will arrange suitable alternative full-time education for the student, which is likely to require the student to attend another educational establishment.

10. Permanent Exclusion

- 10.1. Permanent exclusion can only be imposed as a last resort, in response to a serious breach, and/or persistent breaches, of the School's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education and/or welfare of the student, and/or others at the School.
- 10.2. A decision to permanently exclude will usually only be made following advice from a range of personnel and other agencies, and usually only after other appropriate strategies have been used to improve and/or moderate the student's behaviour without success. However, permanent exclusion may also be imposed for a single serious breach of the School's Behaviour Policy following a serious one-off incident, where it is appropriate to do so.
- 10.3. The following are examples of where permanent exclusion may be imposed:
 - Behaviour that endangers the safety or welfare of the student, or another student, member of staff or member of the public;
 - Serious actual or threatened violence, or aggressive behaviour, against another student, member of staff or member of the public;
 - Sexual violence or sexual harassment of another student, member of staff or member of the public;
 - Sustained discriminatory and/or prejudicial behaviour
 - Setting fires or causing substantial damage to property;
 - Stealing property belonging to another student, member of staff or member of the public;
 - Supplying (including socially supplying for no financial gain), being in possession of and/or being under the influence of an illegal drug or other substance;
 - Bringing alcohol onto the School's site, consuming alcohol on the School's site, or being under the influence of alcohol;
 - Being in possession of an offensive weapon, or any other object intended for use as a weapon;
 - Serious disrespectful and/or defiant behaviour towards a member of staff;
 - Serious misuse and/or abuse of the School's resources;
 - Persistent misbehaviour.

This is not an exhaustive list, and there may be other types of misbehaviour where permanent exclusion is imposed.

11. Parents' Right to make representations about an exclusion

- 11.1. A letter confirming the reason for the exclusion and how it may be challenged, along with other statutory information, will be sent to parents by the Headmaster whenever an exclusion is imposed.
- 11.2. Parents have a right to make representations about any exclusion, regardless of length, to the Governing Body. Parents wishing to do so should write to the Clerk to the Governing Body at the School's address or by email. Students may also be involved in this process.
- 11.3. Where a fixed term exclusion has been imposed which does not take the total number of school days in the current school term to over 5 school days, the Governing Body will consider the representations made and may ask for a note of their view to be placed on the student's educational record, however it has no power to direct that the student be reinstated to the School.
- 11.4. Where a fixed term exclusion has been imposed which takes the total number of school days to over 5 school days but not over 15 school days, a statutory review meeting will only take place if the parents make representations about the exclusion. Where this is the case, the Governors' Student Discipline Committee must convene the statutory review meeting within 50 school days of the date that the Governing Body was notified of the exclusion.
- 11.5. Where a fixed term exclusion has been imposed which takes the total number of school days to over 15 school days, a statutory review meeting must be convened within 15 school days of the date that the Governing Body was notified of the exclusion, regardless of whether the parents make any representations about the exclusion.
- 11.6. Where a statutory review meeting takes place, the Governors' Student Discipline Committee has the power to direct that the student be reinstated to the School, either immediately or on a specified date.
- 11.7. Parents and students have a right to attend and make representations at the statutory review meeting, and be accompanied by a friend and/or (at their own expense) a legal representative who may also make representations on their behalf.
- 11.8. Parents also have a right to request that a representative of the School's and/or their home Local Authority is present at the statutory review meeting, however they will attend as an observer only and will only be allowed to make representations with permission of the Chair of the Governors' Student Discipline Committee.
- 11.9. The Headmaster will also attend the statutory review meeting to make representations on behalf of the School, together with other members of staff, where appropriate.
- 11.10. In the case of a permanent exclusion, parents have a right to request an Independent Review Panel Hearing where the Governors' Student Discipline Committee declines to reinstate the student following a statutory review. This does not apply to fixed term exclusions.

Guide to Rewards

Recognition Of Good Effort, Achievement, Participation And Behaviour

This document acts as a guide to staff, students and parents of the range of praise available at the school. Staff are encouraged to **consistently and regularly** use the full range of rewards and to remember the **quiet student who consistently works well. Any level of praise above a verbal recognition should be recorded on the 'Rewards and Conduct' section of iSAMS.** Frequency indicates the number of times that a teacher may give the reward overall (not to every student).

Reward	Can be given by?	Examples	Frequency
Verbal Praise (to student or parent)	Any member of staff	For good work, effort, manners and/or behaviour	Every lesson/day
Merit Marks (With automatic emails to Tutor, HOY, HOS and Head at 10, 20, 30, 50 merits achieved)	Any member of staff (all merits to be recorded on iSAMS)	For very good work, appearance, effort and/or behaviour in a subject or in school	At least every week
Merit certificates – bronze, silver and gold from HOY if desired to be presented in assemblies	Tutor (or HOY for gold).	Bronze – 20 merits Silver – 40 merits Gold – 50 merits	Dependent on when student achieves the merits and on year group
Cookie vouchers	Tutor or HOY (record on iSAMS)	For consistently excellent work, behaviour, an act of kindness or excellent manners	At least every week for Tutor
Front of queue vouchers – to be given at same time as Cookie Voucher	Tutor or HOY (record on iSAMS)	As above	At least every week
Praise emails home via iSAMS	Any member of staff, send via iSAMS..	For excellent work, effort and/or behaviour in a subject or in school	At least every month
Letter home	Any member of staff, record on iSAMS.	As above but if a more detailed explanation is required or a greater level of formality is desired.	Every term
100% Attendance letter home	Headmaster – data provided by Data Office	For 100% attendance in a term	Every term
Public Praise in House Assembly	HOH	For excellent conduct or contribution to House, success in events	Every week
Public Praise in Section Assembly	HOY/HOS	For success and excellent conduct, contribution to School or in outside commitments	Every assembly
Awards and certificates ie Olympiads, Crest, House Art, Music , Sporting Achievement, Subject Achievement	Passed to HOY/HOS by any member of staff. Presented in assemblies, including Final Assembly	Excellent work/success in any area of a students life	Could be every week if certificates are achieved
Privileges 1. Y7-10 extra Mufti Day 2. Y11 - extra lunchtime privilege 3. Y12/3 – Home Study	HOY/HOS	1.The Y7-10 Tutor Group as decided by HOY 2. Good conduct and effort in Y11 3. Good effort and use of Study Time	Every term

Rewards in Final Assembly	HOY/HOS	Any certificates, acknowledgements from subjects or other areas of school life	Once a term
Headmaster's Rewards Afternoon – afternoon tea or breakfast with the Headmaster	HOY decides based on ATL grades given for Assessment Tutorial	For excellent ATL grades in Assessment reports	Top 6 ATL grades each term for each year group
Responsibilities; KS3 – Meet and Greet and Buddies KS4 – Mentoring/Junior Prefects KS5 – Prefect, HB, DHB, HBOH, DHBOH, Mentor	HOY/HOS/HOH/HM	Excellent conduct, behaviour and maturity	Decided at meetings with HOY/HOH or HOS
Honours and half honours (certificate, braids or tie)	Honours Committee (chaired by GD)	For exceptional contribution to the Arts in school	Once a term
Colours and half colours (certificate, braids or tie)	Colours Committee (chaired by PAV)	For exceptional contribution to Sport in school	Once a term
Certificates of sporting achievement or excellence	Colours Committee (chaired by PAV)	For national representation in sport	Once a term
Learning Honours (certificate or braids)	Learning Honours Committee (chaired by GS)	For exceptional sustained ATL across the year (may be awarded only once)	Once a year – summer term
Subject Prizes	Junior/Senior Prizegiving. Nominations from staff, awarded by HM	For exceptional work in a subject or contribution to school life	Once a year

Houses, Departments and individual staff are encouraged to use other motivational rewards – for example, Student of the Week and other Department awards.

Guide to Sanctions

This document acts as a guide to staff, students and parents of the range of sanctions available at the school. Staff are encouraged to be consistent in the use of sanctions and seek advice from a HOD or HOY if they are in doubt about a level of sanction. Significant sanctions should be recorded on the 'Negative Behaviour' section of Facility. For the majority of our students, a verbal warning is usually sufficient. The frequency column indicates how often a teacher may use this (though not to the same student)

Sanction	Example of behaviour?	By whom?	Frequency
Immediate verbal warning	Poor/silly behaviour, lateness to lesson for first time, poor uniform	All	Frequently
Moved seat in class	Low level disruption in class	Any teacher	Occasional
Student to report later to member of staff; verbal warning/counselling	As above – more serious	All	Occasional
Phone call home	As above – more serious (information referral for Tutors info, record on iSams)	Any teacher	Occasional
Information referral to Tutor (copy to HOY) via iSAMS.	As above or lateness to lessons for second or subsequent times or repeated poor uniform	All (HOD/Line Manager, to be informed)	Occasional
Mobile phone/electronic item removed from student and taken to School Office. Returned at end of day. Record on iSAMS.	First inappropriate use of mobile phone/electronic item in school (including walking around between lessons)	Any teacher/cover teacher. Office to record on iSAMS.	Occasional
Mobile phone/electronic item removed from student and taken to School Office. Collect at end of day and told not to bring phone into school again for a week.	Second inappropriate use of mobile phone in school.	Any teacher/cover teacher. Information referral to Tutor. Office to record on iSAMS.	Occasional
Mobile phone/electronic item removed from student and taken to School Office. Parent collects phone.	Third and subsequent inappropriate use of mobile phone in school	Any teacher. HOY to be informed. Office to record on iSams.	Rarely
Whole class admonishment by HOD/HOY/HOS	Poor behaviour amongst a large proportion of the class	HOD/HOY/HOS (via teacher referral)	Rarely
Department Report	Poor behaviour/progress in a single subject	HOD	Rarely
Private Detention with member of staff (lunch), record on iSAMS.	Persistent low level disruption in class	Any teacher (HOD to be informed)	Occasional
After school Department detention (record on iSAMS, 24 hours notice needed)	Persistent low level poor behaviour in a subject	Any teacher in a Department where detentions are held	Occasional
Action referral to HOY (record on iSams, copy to Tutor)	Single act of serious misbehaviour (in class or outside of class) or persistent misbehaviour that requires further support from HOY (after discussion	Any member of staff (HOD must be informed)	Rarely

	with HOD and/or full range of strategies have been tried)		
2 minute cooling off time outside lesson (but keep student in sight)	Inappropriate comments/outburst that requires student to calm down before returning to lesson	Any teacher/cover teacher	Rarely
Get out of class referral – sent to School Office and SLT deal with immediate situation	Persistent disruptive behaviour in class such that the lesson cannot continue	Any teacher or cover teacher (must be followed by an action referral to HOY and record on iSams)	Very rarely
Community Service Sanction	Anti social behavior – lack of respect for others, including environment, students and staff.	Any teacher (must be recorded on iSAMS). Ensure the student is clearly told of the detention/time – usually same day.	Rarely
School Detention	Very poor behaviour in lessons or outside of lessons, deliberate graffiti/damage of school property, persistent poor uniform or defiance of instructions re appearance – information to be reported via iSAMS and must confirm time, reason and date	Any member of staff – must be recorded on iSAMS	Rarely
On Report to Tutor/HOY/HOS	Poor behaviour or unacceptable progress in class; persistent problems with homework	Tutor/HOY/HOS	Rarely
Whole Tutor Group Report	Persistent problems with behaviour amongst a significant number of students in a Tutor group	HOY/HOH/HOS	Very rarely
Lunchtime isolation	Poor behaviour at lunchtime such that student cannot be trusted to behave	HOY/HOS	Very rarely
Loss of privileges (ie remain on site at lunchtime, no clubs)	Persistent lateness, poor behaviour and conduct	HOY/HOS	Very rarely
Extended Detention (SLT detention)	Serious misbehavior, accumulation of sanctions, failure to report for detentions, truancy from lessons, accumulated lateness to school/lessons	HOY/HOS	Dependent on need
Half Merit Holiday/Long School Detention	More serious misbehaviour, accumulation of detentions, failure to report for a number of detentions, smoking/vaping, truancy from school, bullying, some types of violence, defiance	HOY/HOS	Dependent on need
Full Merit Holiday	As above – more serious	HOY/HOS	As above
Exemption from School visits/teams/events	Bringing the School into disrepute, poor behaviour on visits, matches,	HOY/HOS/HM	As above

	events, persistent uncontrolled behaviour in school		
Internal Isolation	Rudeness to staff, fighting, violence, more serious/sustained bullying, plagiarism, bringing the School into disrepute, filming other students or incidents on mobile phone/similar devices and uploading to the internet/cyber-bullying	HOS	As above
Pastoral Support Programme	For students at serious risk of permanent exclusion	HOY/HOS	As above
Fixed term exclusion	As above – more serious and sustained. Theft from school or other students in school.	HM	As above
Permanent exclusion	As above – more serious and sustained. Weapons, drugs, assault of staff/students, seriously endangering students and staff	HM	As above

Home learning and Controlled Assessment Sanctions

Homework letter sent home via iSAMS	Failure to complete homework/poor homework and failure to meet interim deadlines for coursework	Any teacher Assessment grades at end of term MUST reflect this	Weekly
Poor grades on assessment sheets – HOY to manage (Report/Homework Club/Mentoring)	Persistent failure to complete homework satisfactorily across subjects	Tutor/HOY	Rarely
Score 0 in coursework, may lead to being unable to continue with subject, letter home, exclusion	Failure to meet final coursework deadlines, plagiarism	Referral from HOD to HOY/HOS	Very rarely

Staff are reminded that it is not school policy to:

- Give a whole class detention
- Leave a student standing outside a classroom for more than a few minutes 'cooling off'
- Leave students standing outside the staffroom as a detention
- Set lines as a sanction – a reflective essay/letter of apology is more appropriate
- Detain a student for more than half of lunchtime or breaktime or on a regular basis
- Detain a student after school without 24 hours written notice to parents
- Give students a detention for failing to do homework

Staff are also reminded that:

- Records of sanctions (and rewards) **MUST** be maintained on iSAMS
- We should aim to give many more rewards than sanctions – catchphrase 'Catch them doing something good.' As a guidance it should be at least 3 rewards to one sanction.