VICTORIA COLLEGE
EST 1852

Policy	**Behaviour and Rewards Policy**[1]
Reviewer	Maggie Quinn, Assistant Head Middle School
Last Reviewed Date	Autumn Term 2026
Summary of changes	Refining of escalation process and actions for staff to follow including behaviour flowchart. Clarity on homework warnings.

Relevant SoJ Education documentation: Improving Behaviour and Reducing Exclusions

Victoria College is committed to the importance of safeguarding children as outlined by Children, Young People, Education and Skills (CYPES):

"CYPES is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment"

Please note that CYPES policies related to behaviour are regularly updated and the latest versions can be located on www.gov.je

Victoria College is a vibrant, civilised and courteous environment in which all members of the College community must feel respected and safe. All College students have the right to come to school every day knowing that they will be able to enjoy their day without someone else making their life unpleasant. They also have the right to enjoy their lessons without another student distracting the teacher from what he or she is trying to do.

The Behaviour and Rewards Policy aims to promote these two rights through the effective use of education, rewards and sanctions. Students are expected to be fully aware of the high standards of the College and to take full responsibility for their actions. Students learn most effectively in a well-structured environment where there are clear and high expectations of behaviour and clear consequences for unacceptable behaviour or poor work habits. These expectations are explained in the College Code of Conduct. Teaching staff must also be aware of the school systems and to use them effectively. It is the responsibility of all staff to promote good behaviour.

Students at Victoria College will:

- Follow staff instructions first time every time;

[1] See Articles 28 and 29 of the UN Convention on the Rights of the Child, which this document supports. Convention on the Rights of the Child text | UNICEF

- Uphold the joint charter with JCG;
- Treat all others with respect.

Teachers at Victoria College will:

- Give all students the best possible education;
- Treat students with respect;
- Follow the behaviour policy.

Tutors at Victoria College will:

- Monitor students' welfare and provide support;
- Alert Heads of Year if something seems wrong;
- Be an advocate for tutees;
- On a weekly basis, share reward points information and behaviour point information with tutees.

Rewards

Staff at the College should look to identify and celebrate examples of success, using the student planner and Reward Point on SIMS.

Tutors receive training on setting up their SIMS home page to show reward point information, which should be shared with the boys regularly.

In addition to lesson reward points, there will continue to be *Headteacher's Tea Parties* for celebrating a range of successes. These will be organised by Patrick Crossley (Deputy Head).

End of year prizes are awarded for a wide range of achievements, including sporting, academic and charitable work. Prize Giving is our formal event where the most prestigious awards, including the King's Medals are given.

In addition:

- Threshold rewards will now operate as below.
- Reward points data will be shared with students each week via the Year Briefing.

Thresholds for Rewards

Number of reward points	Action
30 total	Certificate
50 total	Letter sent home by Head of Year
75 total	Letter sent home by Assistant Heads of school or Assistant Head Teaching and Learning
100 total	Letter sent home by Headteacher

Behaviour

Managing Behaviour

In everyday circumstances, student behaviour should initially be dealt with by the class teacher using positive behaviour management strategies.

Unwanted behaviours will be sanctioned with a tariffed behaviour point, to be logged on SIMS, with brief details if appropriate.

All staff are appropriately trained in safeguarding, and this knowledge underpins every aspect of their interactions with students to ensure a safe and supportive environment.

While this represents the desired process, it is recognised that anomalies may occasionally arise which require staff to take a different, professionally reasoned course of action ensuring that decisions remain rooted in safeguarding and the best interests of the child.

Level 1 unwanted behaviours are managed by teachers. Sanctions are the responsibility of the classroom teacher/duty staff to log and manage in the first instance. Teachers can issue behaviour points on SIMS and detentions.

Repeated Level 1 unwanted behaviours are managed by HODs/HOFs. Offences that are not effectively dealt with at teacher level may be seen on a regular basis (happening often but not always). In that case, the teacher should report them to the HOD/HOF for intervention. HOYs should be copied into any repeated Level 1 correspondence to keep them aware, but HOYs will not be managing these situations

Level 2 unwanted behaviours are managed by HOYs. These are significant challenges to the culture of the school, and parents will be informed of the sanctions and invited in for a meeting if appropriate.

Level 3 unwanted behaviours are managed by the Assistant Head Lower/Middle/Upper school and/or the Deputy Headteacher. These are major and significant challenges to the culture of the school and will result in a parental meeting and Book or a period of internal isolation or a period of suspension. If external suspension is implemented, the Headteacher will also be involved in the Return to School meeting.

This policy is not limiting, and the College reserves the right to deal with behaviour in the way that is most suitable, not exceeding the guidance provided by the States of Jersey.

The Role of the Tutor

Tutors play a vital role in supporting the behaviour and personal development of their tutees. As the first point of daily contact, tutors are well-placed to build strong relationships and provide consistent guidance. Their responsibilities include:

- **Monitoring Behaviour Points**: Tutors should review behaviour records on a weekly basis, both positive and negative, to identify patterns and intervene early where necessary.
- **Discussing Behavioural Matters**: Tutors should hold regular one-to-one discussions with tutees regarding their behaviour. These conversations should focus on reflection, responsibility, and improvement.

- **Supporting Behavioural Improvement**: Where behavioural concerns arise, tutors should help students to identify underlying issues and work with them to develop practical strategies to avoid further sanctions and improve conduct.
- **Liaising with the Head of Year**: Tutors should work closely with their Head of Year to ensure a coordinated approach to behaviour management. This includes sharing relevant information and supporting behaviour support plans such as report cards.
- **Communicating with Parents**: While serious behavioural issues will be escalated, tutors should take an active role in communicating with parents or carers. This includes celebrating positive behaviour and achievements, as well as supporting behaviour improvement through collaborative communication.

Through these responsibilities, tutors contribute significantly to the school's overall behaviour culture.

Multiple sanctions

If a student receives two detentions in one day, they will be transferred to a Friday School detention.

If a student receives multiple sanctions in a week, the Head of Year will advise the relevant Assistant Head of school so that an appropriate intervention can take place. This might include internal isolation for a period of time.

Levels of Behaviour

Level 1

Examples of Level 1 unwanted behaviours
Incomplete or poor quality/plagiarised homework
Poor effort/work ethic
Low level disruptive behaviour
Uniform issues
Low level disrespectful attitude to peers
Immature behaviour
Misuse of ICT/phone (see separate phone policy)
Lateness
Chewing gum

*The above list is not exhaustive

Level 1 Behaviour Management Process

The tables below are to support teachers in following appropriate escalation processes for Level 1 behaviours. KS3 and KS4 have slight adjustments. Students may not meet each stage if the behavioural issue is resolved.

Staff must follow these steps to manage behaviour.

KS3

Step	Action
1	Issue a verbal warning i.e. *unfortunately you are not meeting expectations.*
2	Issue a second verbal warning i.e. *you are still not meeting expectations, if you choose to continue, I will issue you a behaviour point.*
3	Behaviour point issued on SIMS and student notified i.e. *I have now logged a behaviour point for the following reason (and clearly explain what that is, logging this reason also on SIMS).*
4	Student persists - teacher issues a detention and writes in the student planner.
5	Student persists (departmental assist) – teacher contacts HOD/HOF by email or as appropriate. HOD/HOF speaks to student, HOD/HOF supervises class to enable teacher to speak with student privately or HOD/HOF removes student to sit at the back of their classroom.
6	HOD/HOF decides on escalated sanction if appropriate.

KS4

Step	Action
1	Issue a verbal warning i.e. *unfortunately you are not meeting expectations and disrupting GCSE learning, if you continue, I will issue a behaviour point.*
2	Behaviour point issued on SIMS and student notified i.e. *I have now logged a behaviour point for the following reason (and clearly explain what that is, logging this reason also on SIMS).*
3	Student persists - teacher issues a detention.
4	Student persists – (departmental assist) – teacher contacts HOD/HOF by email or as appropriate. HOD/HOF speaks to student, HOD/HOF supervises class to enable teacher to speak with student privately or HOD/HOF removes student to sit at the back of their classroom.
5	HOD/HOF decides on escalated sanction if appropriate.

Managing behaviour in departments

The Head of Department should be available to the classroom teacher to provide support to members of their department. Once their staff member has followed the steps as above, the Head of Department may decide to escalate the sanction in conversation with the HOY.

Level 2

Examples of Level 2 unwanted behaviours
Defiance/refusing to follow instructions
Damaging property
Dangerous behaviour
Offensive language used (not directed)

*The above list is not exhaustive

Level 2 Behaviour Management Process

The table below is to support teachers in following appropriate escalation processes for Level 2 behaviours.

Staff must follow these steps to manage behaviour:

Step	Action
1	Behaviour point logged on SIMS
2	Email assist@vcj.sch.je
3	Senior staff speak to student and issue Friday detention
4	HOY contacts home

Level 3

Examples of Level 3 unwanted behaviours
Repeated failure to follow rules
Swearing (directed)
Serious disrespect towards adults
Homophobic/sexist/racist language
Physicality towards another student
Bullying
Offensive comment towards a teacher
Vaping/smoking or possession of materials

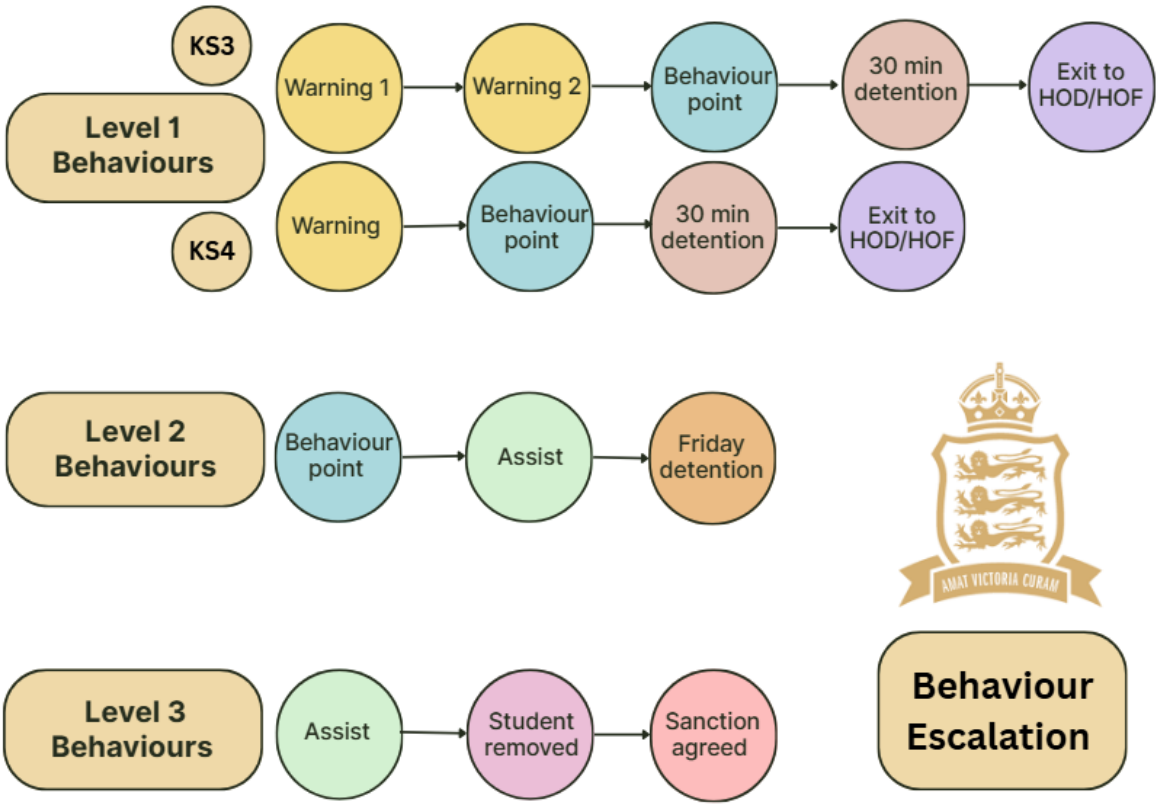
*The above list is not exhaustive

Level 3 Behaviour Management Process

Any Level 3 incident that occurs in the classroom will result in the immediate withdrawal of the student, who will remain in isolation until parents have been contacted. The Assistant Head Lower/Middle/Upper School will agree the sanction, in consultation with the Deputy Head and Headteacher.

Step	Action
1	Email assist@vcj.sch.je
2	Senior staff to remove student
3	HOY/AH to contact home and issue appropriate sanction

Behaviour Escalation Flowchart



Suggested behaviour management strategies

- Follow the classroom expectations list.
- Don't talk over students; don't let students talk over you.
- Issue rewards and use praise before sanctions.
- Use positive commentary and send positive communications home.
- Use seating plans and move students proactively if needed.
- Establish clear expectations when first teaching a group and reinforce constantly.
- Use non-verbal communication (visual cues or signals).
- Be active in the classroom – circulate, check, engage.
- Talk assertively, calmly and with clarity.
- Plan lessons appropriately for your class and use differentiation.
- Build relationships.
- Remember – they are children; treat them kindly.

Behaviour Outline

If any Victoria College student behaves in a way which raises concern with any member of staff, that behaviour should be addressed **predictably**, **promptly** and **assertively** as soon as possible.

The aim of any response to misbehaviour should be to maintain the culture of the school so that all students can thrive in a safe, calm and happy environment. Every member of staff should feel that they can speak to a student about their behaviour if it is felt to be inappropriate, but they should take into consideration any contributing factors that may have led to that behaviour. When applying a sanction, the age of the students) may potentially be considered and any other contributing factor that may suggest a lack of understanding or an imbalance of power. The Inclusion Register provides up to date information on students who may be experiencing particular difficulty at any given time and SEN (D) information.

Responsibilities

All staff are introduced to the College behaviour policy at induction and refresher training and updates are given annually at INSET and throughout the year where necessary.

• In the first instance, all staff should look to manage any issue that arises directly and to follow the College behaviour policy.

• More serious individual behavioural concerns, or repeated poor behaviour, should be shared with the Head of Department, who will in turn liaise with the Head of Year and / or Assistant Head where appropriate.

• Poor behaviour by an individual in the classroom (including incidents of plagiarism) should be referred to the Head of Department and sanctioned accordingly. In all incidents the Head of Year should be copied into communication.

• Staff should always look to consider what lies behind any behaviour, so that the reasons or causes can be fully understood and supported.

• Staff should be particularly mindful adapting their behaviour management of any student with SEND/student of Concern information to ascertain whether strategies specific to these children's needs should be employed for more effective behaviour management.

• Should be particularly mindful adapting their behaviour management of any student with SEND and should liaise with Learning Support staff to ascertain whether strategies specific to these children's needs should be employed for more effective behaviour management.

• Ensure that all Victoria College students understand what is meant by good behaviour, based on the Golden Rules and the Joint Charter.

• Ensure that the reason for a rule is clearly explained

• Be consistent in rewards and sanctions and ensure such actions are communicated to the appropriate members of staff.

• Avoid 'blanket' punishments

• Communicate with parents as appropriate.

• Model desired behaviour

Support

• The Assistant Head of Lower/Middle/Upper school in liaison with the Deputy Head and relevant Head of Year, will issue specific advice on managing and supporting individual students with specific needs.

• Students who have been sanctioned for more serious disciplinary matters, may need support in ensuring these behaviours do not reoccur. Strategies such as a Behavioural Contact, Counselling support, or interventions from external agencies may be employed if deemed necessary.

The Golden Rules

1. Uniform must be worn correctly at all times (shirt tucked in, top-button and tie done up, black shoes).
2. Students must arrive to lessons on time and ready to learn
3. Boys are not allowed to go to the toilet in the first 15 or last 15 minutes of a lesson
4. Phones must be switched off between 0825-1525, and Y7 phones must be stored in the lockers in your tutor room.
5. If students need to contact their parents, they must go to Reception by the Main Gate.
6. Bags must be put on bag racks or in lockers.
7. No food purchased from the Bistro may be eaten outside the Bistro, except if attending a club or activity.
8. Students may not stay indoors at break and lunchtime unless they are attending a club or activity, or if it has been confirmed as Wet Break.
9. Any medication students need to bring to College must be handed in at the Medical Bay before the start of the school day. The exceptions to this are inhalers and autoinjectors.
10. No bags must be left at College over the weekend

Daily Expectations

Expectation	Staff	Students
Timekeeping	Welcome and dismiss students promptly at the start and end of lessons.	Arrive at lessons on time.
Entrance and exit	Greet students at the classroom door and maintain a visible presence in the departmental corridor.	Calm entrance and exit – line up quietly outside and stand behind chairs to await calm dismissal.
Fresh starts	Approach each lesson with a fresh perspective for every student	Every lesson is a fresh start to show your best.
Language	Provide positive commentary and encouragement throughout the lesson with the aim of supporting progress.	Use positive and respectful language at all times, in line with Student Charter.
Purposeful work	Have a clear do now task displayed before students enter.	Be ready to learn: have books and equipment out immediately and begin the do now task.
Appearance	Check students' uniform on entry and exit (shirts tucked in, ties correct, coats off).	Always wear the correct uniform and ensure you are presentable.

Assist Strategy

As a teacher

Teachers will aim to deal with disruption in the classroom in the first instance. If the student continues to cause concern, either through an accumulation of low-level challenges or through a more serious single incident, the teacher should follow the behaviour levels process and email assist@vcj.sch.je with the student name and room in the subject line. If appropriate, more information can be included in the body of the email.

As Head of Department

It may be appropriate to provide support for the teacher through departmental measures, including removing a student to a different classroom. This can be an alternative to a detention or an additional measure. If a detention is still required, email Assist with the information and advise on whether the duty staff need to attend.

As a member of the Assist Team

Each period has a timetabled member of staff responsible for responding to Assist emails. If you are absent from school on a day you have an Assist period you should ensure the cover team is aware that the period needs to be covered.

- When an email arrives during your duty period, respond immediately. It is the highest priority to get to the lesson and support the teacher.
- Assist duty staff are also expected to pass on messages from the school office, but these duties do not take precedence over behaviour support.
- On arrival, speak briefly with the teacher to clarify what the student has done to warrant the assist email being sent.
- Ask the student to step outside the classroom and speak to them away from the door/windows. De-escalation strategies should be used if necessary, such as speaking in a lower and slower voice, and allowing the student to present their version of events.
- Explain to the student how their behaviour has negatively affected the teacher and the class. Remind them of the College values, in particular Respect.
- Give the student a detention slip (spares kept in the Student Support Office), after filling in the details.
- Return the student to the classroom, making it clear that further disruption will lead to an escalation in the sanction. Most of the time, students will settle to the lesson.
- **Reply all** to the assist email, briefly detailing the sanction given. This will affirm to the classroom teacher that action has been taken, and be used by the AHSP to log detentions.

Two Assists in a lesson

If a student receives a second assist email in a single lesson, the duty staff should remove the student until the end of the lesson.

As a Pastoral/Academic Leader

At the end of each day, review the Assist emails that have come in.

- Heads of Year: identify students in your year and record in your own way.
- Heads of Faculty: identify patterns of issues in your faculty.
- AH of Lower/Middle/Upper School: Produce detention list each day, recording on SIMS, and share with duty staff; keep records for Governors.

Behaviour Tariff

Unwanted Behaviour	***Sanction***
Late to lesson:	
Once:	Warning (minutes late recorded on SIMS)
Persistent:	Behaviour Point (persistent lateness).
Uniform:	
Once:	Warning
Persistent (x3 = school detention):	Behaviour Point (uniform)
Eating/chewing gum	
Once:	Warning
Persistent (x3 = school detention):	Behaviour Point (Inappropriate Behaviour).
Equipment:	
First time:	Warning
Second time:	Departmental Sanction & Behaviour point.
Third time:	School detention and behaviour point.
No/incomplete Homework:	
Once:	Warning (one for KS4)
Twice:	Warning (two for KS3)
Third:	Behaviour point
Persistent:	Detention
Mobile Phone:	
First time:	Warning
Second time:	Behaviour point and confiscation
Third time:	School detention and phone to be dropped to school office for one week
Low-level disruption (to include): - Not following the start and end routines - Non-completion of activities set - Talking to another student when given a task to complete. - Not following instructions given by teacher. - Distracting other students in the class from their work.	Warning – see above for KS3 and KS4 actions *If behaviour continues:* Behaviour Point *If behaviour continues:* Detention *If behaviour continues:* HOD intervention
Significant Disruption to Learning	
Repeated disruption to learning after Departmental sanctions:	HOY informed AND phone home and Friday Detention.
Behaviour Points per ½ term	
5 Behaviour Points:	Daily Detention
10 Behaviour Points:	Friday Detention
Continued accumulation:	Book detention agreed by Assistant Head Lower/Middle/Upper School
Damaging School Equipment	
Accidental:	Warning
Deliberate or wanton:	Behaviour Point and Friday Detention/internal isolation
Dangerous Behaviour:	*Sanctions will start from*:
Minor:	Removal from activity and Behaviour Point.
Major:	Removal from class and Saturday Book.
Vaping/Smoking:	*A combination of internal and external suspensions:*
Vaping/smoking on school site:	Suspension
Possession of vapes/cigarettes/snus on school site:	Suspension

Failure to follow school rules: Not following legitimate instructions of staff in line with the school's behaviour and rewards policy:	Suspension and/or internal isolation
Use of Inappropriate language Indirect: Directed at another student: Directed at a member of staff:	 Friday Detention Saturday Book Suspension
Use of discriminatory language: Sexist, racist or Homophobic language used in any context:	Immediate withdrawal – Book / Suspension.
Serious Misconduct	Managed by AH/DH

Detentions

There are three levels of detention. Detentions will take place in the LRC and be conducted in silence. A register will be taken at the start of detention, and the duty staff will read out the Detention Preamble, below.

1. Detention – 30 minutes 15:30-16:00
   This runs daily, and will apply for the day after the incident. This will link the sanction to the behaviour more effectively.

2. Friday School detention – 60 minutes 15:30-16:30
   This will be taken by the AH Lower/Middle/Upper school or other member of the Leadership Group.

3. Saturday Book – 120 minutes 09:30-11:30
   This will be taken by a member of the school pastoral and academic leadership team. One hour will be a reflection task, and the second hour can be a form of service to the College (cleaning, litter-picking, repairs, tidying etc).

Failure to attend a detention, or failure to complete the detention appropriately will lead to the detention being either repeated or escalated to the next level. **A conflict on a student's schedule is not a valid reason for a detention to be missed, though a student can write to request a postponement. This will only be granted in exceptional circumstances.**

Detention Preamble (to be read at the start of each detention by the duty staff after taking the register)

You have been placed in detention today as a result of the choices you have made. You may wish to reflect on those choices, and how you could have made different decisions to avoid this outcome. Detention lasts for 30 minutes, and you will complete the detention in silence. At the end of the detention, you will be dismissed in turn, and you must leave in silence. Tomorrow is a fresh start, and you have the power to ensure you do not make the same poor choices.

Guidelines of Searching Students / Lockers

- A student should only be searched if there are reasonable grounds that they may be in possession of prohibited items such as a vape pen, cigarettes, drugs etc.
- During the search there should be no physical contact with the student. Instead the student should be asked to empty his pockets and pass his blazer / jacket to a member of staff to search.
- Non-invasive screening may be conducted using a metal-detecting wand, if there are grounds to suspect the student is in possession of a prohibited item (a vape pen, or a mobile phone in an exam are two examples).
- Such searches of students should be completed by two members of staff one of whom must be a member of the Leadership Group.
- If a school locker is to be searched the permission of the Headteacher, Deputy Head or an Assistant Head needs to be in place and the search must take place with two members of staff and again one of whom should be a member of the Leadership Group.

Entry into School Student Toilets
Staff are permitted to enter student school toilets to ensure safeguarding.

If a member of staff enters toilets the following should be applied:

- Before entering the toilets staff need to knock on the door loudly
- They should then open the door and announce they are entering the toilets
- Staff must be in pairs, one of whom must be a member of the Leadership Group.
- The De Carteret and Eden toilets are now all cubicles, so staff can patrol the toilet as part of their regular duty, if necessary without the precautions listed above.

Behaviour in School Student Toilets

The use of toilet cubicles for vaping and other banned substance misuse is a concern. There is no valid reason why two or more students would need to be in a toilet cubicle together at any time. **Any group of students of two or more that are found to be in the same toilet cubicle will face the punishment of Book Detention**. This policy is in place in to help enforce zero tolerance on behaviours contrary to our College Values.

Drugs

Prescription medicines must be submitted to the School Office. There are no circumstances in which medicines should be left in bags, blazers or lockers.

Students should not be given **non-prescribed medicines** to bring into school such as pain killers. The School Office will keep a supply of paracetamol. However, this will only be issued to students if the parents have submitted written permission. Furthermore before the paracetamol is issued to the student the office will contact parents or guardian to confirm they support the administration of the paracetamol to their son which will also allow the office to see if any paracetamol or similar medication had been issued before their son had attended the school on that particular day. The office will keep a record of all such contact and administration of non-prescribed medication.

Further guidance on medicines in school can be located on www.gov.je 'Administration of Medicines in Schools: Health and Safety Operational Policy.

Please refer to the College's Misuse of Substance Policy for further details

Appendix A

Home College Agreement (student)

I will make every effort to:

1. Attend all registrations and lessons regularly, punctually, properly equipped and in full College uniform with my tie fully fastened and my shirt tucked in
2. Discuss any problems or concerns relevant to College with members of staff
3. Uphold the Joint Charter of Respect
4. Follow the terms of the Acceptable Use of ICT Equipment
5. Ensure my mobile phone is turned off between 0825-1525
6. Complete all homework and assignments set and hand them in by the deadlines
7. Keep my parents informed of all activities such as coursework deadlines, parents' evenings, examination timetables and out of College activities
8. Be a positive and active member of the College and where possible take part in some of the many opportunities made available by the College
9. Keep the College and its grounds clean, tidy and pleasant and I will not deliberately abuse or damage College property

Appendix B

Joint Charter of Respect





Joint Charter of Respect

Created by a joint JCG and VCJ student forum: June 2021
Reviewed: July 2023 Next review: June 2024

Respect is defined as having due regard for the feelings, wishes, or rights of others. At our Colleges, we believe that all students should feel comfortable and safe within our community. We believe that working in partnership with both Colleges, we can be a powerful force for good. As members of this community, we have a responsibility to be role models to all students. In order to achieve this:

Student Section:

- I will use language which is inclusive and respectful of others.
- I will not participate in intimidating or non-consensual behaviour.
- I will endeavour to challenge these behaviours or uses of language with constructive intent if I hear or witness them.
- I will be receptive to criticism of my behaviour and will be willing to educate myself.
- I will be accepting of all individuals.
- I will hold myself to the same standard online as offline regardless of the publicity of my actions.
- I will not hesitate to challenge the school leaders if and when more needs to be done.
- I will seek support from other members of the College community if I am not comfortable challenging behaviour and language.
- I will offer my support to my peers and encourage them to seek additional help.
- I am aware of the zero-tolerance policy within my college, and I understand what this means.
- I am aware that if any incidents occur across schools, consequences will be discussed across schools to ensure fairness for all students involved.
- If any of these clauses are broken by a student repeatedly, one VCJ and one JCG Prefect will have a discussion with said student.

Staff Section:

- I will endeavour to put an end to discrimination wherever I encounter it.
- I will challenge offensive views expressed by students.
- I will treat all students fairly and with equal respect.
- I will flag any concerns I have about students who have breached the charter to pastoral leads.