

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



BEHAVIOUR AND REWARDS POLICY

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| Policy written by: | Miss H Clarke |
| Policy written/reviewed: | August 2021 |
| Next review due: | September 2022 |
| Statutory Governor Approval: | October 2018 |

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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour and rewards management across the school
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave** and how we are going to reward the students who always do
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour and rewards management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [SEND code of practice](#)

Statement of principle

All students are entitled to a safe, secure environment which is conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. We will also reward and recognise positive behaviour and achievement. A successful school incorporates the support of all parents and carers in its behaviour strategy and at NGHS this must always be our aim.

Definitions

Our Home/School Agreement sets out our expectations for students, parents/carers and the school. It outlines how the three parties need to work together to ensure success for all of our young people. We ask that parents/carers sign this agreement (this is located in the student planner) to indicate their willingness to work with the school and their child to manage the best outcome for the future.

Our Behaviour Policy is developed using a levels system which identifies the severity of the misbehaviour that is being dealt with. **Serious misbehaviour** is shown on the behaviour table below, it refers to possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (including vapes)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspect 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)

The School may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

- Wearing school uniform
- In some other way identifiable as a student at our school

Or **misbehaviour** at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Bullying

Bullying is defined as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online” (Anti-bullying Alliance). There are four key elements to this definition:

- Hurtful
- Repetitive
- Power imbalance
- Intentional

Our full and detailed approach to preventing and addressing bullying is found in our anti-bullying policy.

Roles and Responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the behaviour and rewards policy in conjunction with the headteacher as well as monitoring the policy’s effectiveness.

The Headteacher

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

Staff

All staff are responsible for:

- Implementing the behaviour and rewards policy consistently
- Modelling positive behaviour
- Providing a personalised approach to specific behavioural needs of particular students (on the briefing advice of Heads of Year and SENDCO)
- Recording behaviour and house points

Depending on the nature of the behaviour incident, **Heads of Faculty, Heads of Year and the Senior Leadership Team** will support staff in responding to behaviour incidents.

Form Tutor

Form time and the contact between the form group and the Form Tutor are very important elements of the school day. It is here that an effective Form Tutor sets the tone for the day:

- Establish the high standard of form conduct and behaviour expected of students which we expect to continue throughout the day
- Apart from routine administrative matters there should be interaction between the Form Tutor and students, developing the group’s identity and cohesion, catching up on news and matters relating to the students’ academic progress, their behaviour and patterns of attendance and punctuality.

The Form Tutor is the first and often most important link between students and other members of staff and they should therefore feel confident about this role in order to support and motivate the students in the group.

Form Time Structure:

Morning registration sets the tone for the day, consider:

- Addressing the issue of late comers
- Enforcing positive behaviour on a daily basis and rewarding this
- Carrying out equipment, planner, uniform and appearance check

- Encouraging good attendance and challenging unknown absences

The use of form time structured programme (which is in staff and student planners) should be followed.

Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the student section of the home-school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher / form tutor promptly

The Student Home-School Agreement

Students are expected to:

- Adhere to the student section of the home-school agreement
- Follow the NGHS ethos and values
- Keep my family informed about general school matters and my progress
- Speak to staff about concerns or problems that may affect my work

Rewards and Sanctions

This school aims to ensure that a consistent approach to managing rewards and sanctions is adopted by all in school. Full details of the rewards and sanctions will follow but a summary list is included below for information.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points being awarded
- Letters or phone calls home to parents / carers
- Recognising student of the half term in each subject area
- Special recognition in the achievement awards assembly
- Special recognition in the Presentation Event

The school may use one or more of the following sanctions in response to **unacceptable behaviour**:

- A verbal reprimand
- Sending the student out of the class
- Behaviour points being logged on SIMS
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- The setting of written tasks as punishments, such as writing an essay or apology
- Loss of privileges
- Referring the student to Head of Faculty, Head of Year or the Senior Leadership Team
- Letters or phone calls home to parents
- School based community service
- The implementation of a behaviour contract
- Putting a student on a behaviour management report
- Temporary or permanent exclusion

Rewards System

This system is tied into the house point system through SIMS. Students will be rewarded through their accumulation of house points over each half term based on what is added to the school system by members of staff.

Rewards System Table

| Level | Examples | Response should include the following | Staff responsible for reward | Year Group |
|------------------------|---|---|---|--------------|
| FORM TUTOR | <ol style="list-style-type: none"> To access the behaviour and rewards document on the T Drive weekly and share this information with students HOY will produce termly house point reports which will be passed to FT at the beginning of Rewards Week Thank You Friday Awards as appropriate | <ol style="list-style-type: none"> FT's to monitor and action weekly any changes to behaviour and rewards for the form group. FT's to share behaviour and reward information with students weekly in line with form time programme FT's to issue the appropriate HP stickers to students for their planners Send names of nominees for Thank You Friday | <ol style="list-style-type: none"> KMO and FT's HOY and FT's FT's | Years 7 – 13 |
| HEADS OF YEAR | <ol style="list-style-type: none"> HOY will deliver termly assembly during Rewards Week HOY to award HP's and postcards for attainment and progress following each data round | <ol style="list-style-type: none"> HOY will hold Rewards assemblies termly where 50, 100, 150 HP stickers for planners will be issued HOY will work with KJ to reward students for attainment and progress following each data round | <ol style="list-style-type: none"> HOY and HC HOY and KJ | Years 7 - 13 |
| ASS. HEAD / SLT | <ol style="list-style-type: none"> End of year celebration for highest number of HP's achieved, information shared in Achievement Assembly To oversee the Thank You Friday awards system and do reminders to staff To coordinate the student of the half term awards Attendance Awards Termly | <ol style="list-style-type: none"> Bronze, silver and gold certificates and badges awarded to top 3 in each year group To work with KMO to ensure the continued success of the Thank You Friday reward system To ensure that the noticeboard is up to date, to make sure that HP's are added to the system for winners of SOTHT, to inform parents. To ensure that the attendance postcards are sent home termly. | <ol style="list-style-type: none"> HC and KMO HC and KMO HC and MJS HC and SW | Years 7 -13 |
| HEADTEACHER | <ol style="list-style-type: none"> End of Term House Point cup awarded in assembly | <ol style="list-style-type: none"> MJS to award the trophy | MJS | Houses |

Incidents and Sanctions Table

| LEVEL 1 (1 BEHAVIOUR POINT BP INCIDENTS) | | | | |
|--|---|--|--|--|
| Staff Member | Types of Behaviour | Behaviour Examples | Response Sanction may include one or more of the following | Staff responsible for sanctions |
| IT TEAM | Failure to log off school laptop / PC | E.g. returning school laptops without logging them off | Behaviour Point added to the system | IT Team Head of Year |
| | School equipment returned in unacceptable condition | E.g. Returning any item of IT equipment such as laptop, camera or iPad in an unacceptable condition | | |
| | Failure to return school equipment | E.g. Borrowing a camera, laptop or iPad and not returning it once it has been used. | | |
| | Inappropriate internet searches on school devices | E.g. during lessons or social times making searches that do not support the curriculum | | |
| SUBJECT TEACHER | Inadequate / Lack of classwork | E.g. Work during the lesson is not complete | <p>FIRST INCIDENT All subject staff should provide students with one warning for the first infringement, but keep a note of this in staff planners and make some classroom management changes to deal with the behaviour.</p> <ul style="list-style-type: none"> • Move seat temporarily • Confiscation <p>SECOND INCIDENT The second occurrence should go onto SIMS as a behaviour point, plus a verbal sanction should be provided and / or a consequence is needed.</p> <p>THIRD INCIDENT If the behaviour is repeated, this should be sanctioned by a further BP and a lunchtime detention by the subject teacher which should include a comment on CPOMS and a note in planner to parents</p> <p>REPEATED INCIDENTS If the behaviour is repeated this should continue to be logged on SIMS as a BP and should be escalated to HoF except in the * cases where it can be escalated to FT and / HOY as needed who will contact parents / carers about concerns.</p> | Class Teacher Head of Faculty * Form Tutor * Head of Year |
| | Inadequate / Lack of homework | E.g. Homework that was set is not complete | | |
| | Inappropriate behaviour | E.g. not following instructions | | |
| | Inappropriate behaviour – eating / chewing gum | E.g. eating or chewing gum in a lesson | | |
| | Lack of equipment/books for lessons | E.g. Attending a lesson without all necessary equipment | | |
| | Inappropriate absence / lateness * | E.g. arriving late with no reason for this, extending the time it takes to return from a music lesson or not returning to the lesson | | |
| | Missing of deadlines | E.g. Failing to meet a deadline for a piece of work | | |
| | Lack of/inappropriate uniform * | E.g. inappropriate jewellery, rolled up blazer sleeves, skirt length too short | | |
| | Vandalism of school property * | E.g. Graffiti on workbook, small damage to equipment | | |
| | Lack of/inappropriate use of equipment | E.g. not using the equipment correctly | | |

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|---|---|--|--|--|
| | Disruption to learning of other in class | E.g. talking or distracting others, slowing down the pace of the lesson | | |
| | Copying/cheating classwork/homework | E.g. copying homework from a friend | | |
| FORM TUTOR | Inappropriate behaviour | E.g. not following instructions, not following the rules, being unpleasant or unkind to others | <p>FIRST INCIDENT All subject staff should provide students with one warning for the first infringement, but keep a note of this in staff planners and make some classroom management changes to deal with the behaviour.</p> <ul style="list-style-type: none"> • Move seat temporarily • Confiscation <p>SECOND INCIDENT The second occurrence should go onto SIMS as a behaviour, plus a verbal sanction should be provided and / or a consequence is needed.</p> <p>THIRD INCIDENT If the behaviour is repeated, this should be sanctioned by a further BP and a lunchtime detention by the subject teacher which should include a comment on CPOMS and a note in planner to parents</p> <p>REPEATED INCIDENTS If the behaviour is repeated this should continue to be logged on SIMS as a BP, but should be escalated to the HOY for support.</p> | Form Tutor Head of Year |
| | Inappropriate behaviour – eating / chewing gum | E.g. eating or chewing gum in a social or form time | | |
| | Inappropriate absence / lateness | E.g. arriving late with no reason for this, extending the time it takes to return from a music lesson or not returning to the lesson | | |
| | Lack of/inappropriate uniform | E.g. inappropriate jewellery, rolled up blazer sleeves, skirt length too short | | |
| | Vandalism of school property | E.g. Graffiti on workbook, small damage to equipment | | |
| | Planner not signed | Planner not signed by student to parent / carer on weekly check | | |
| | Sight of/use of mobile phones in class (follow mobile phone policy) | Using mobile phone in school without staff permission | | |
| LEVEL 2 (5 BEHAVIOUR POINT BP INCIDENTS) | | | | |
| HEAD OF YEAR | Persistent infringement at LI | Repeated infringements at level 1, with appropriate interventions as above, no improvement is shown | <ul style="list-style-type: none"> • Consultation with Form Tutor • Contact parents by HOY • Confiscation of mobile phone • Close monitoring via 'Getting back on track' • Lunchtime detention • Letter home and after school detention • Withdrawal of privileges • Community service • Internal social exclusion | Head of Year |
| | Inappropriate language to one another | E.g. using language towards each other which is unpleasant / unkind / banter or using language that is derogatory, offensive or discriminatory generally including sexist comments | | |

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| | Disruptive behaviour out of lessons | E.g. behaviour against our policy which happens at break, lunchtime or when travelling to and from school | <ul style="list-style-type: none"> Behaviour plan monitored by HOY | |
| | Inappropriate internet use / inappropriate online behaviour | E.g. inappropriate online behaviour either in or out of school that affects self and / others in the school community | | |
| | Inappropriate use of mobile phone / social networking sites | E.g. using mobile phones in school at break or lunchtime, without teacher's permission | | |
| | Bullying (including cyberbullying) | Please see anti-bullying policy for more details | | |
| | Rudeness to peers/members of staff, back chatter, insubordination, defiance, lying | E.g. answering back to staff or challenging their decisions inappropriately, using tone and language inappropriate for a member of staff | | |
| | Graffiti/vandalism | E.g. Serious damage to school property | | |
| | Deliberate disregard for health and safety | E.g. not following clear safety instructions during lessons or evacuations | | |
| | Serious / Repeated breach of uniform code | E.g. inappropriate hair colour, piercings | | |
| | Deliberate injury to another student | E.g. slapping, hitting, tripping up | | |

LEVEL 3 (10 BEHAVIOUR POINT BP INCIDENTS)

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|------------------------------|---|---|--|----------------------|
| ASSISTANT HEADTEACHER | Persistent infringement at L2 | Repeated infringements at level 2, with appropriate interventions as above, no improvement is shown | <ul style="list-style-type: none"> Parents informed by phone and / or letter Formal meeting with parents (HOY/HC/FT) School detention 1 hour Community service Withdrawal of privileges e.g. study leave Learning withdrawal Internal social exclusion (1,3,5 days) Behaviour Plan monitored by Assistant Head P/HOY | SLT & HOY |
| | Bullying (repeated issue) including cyber bullying | E.g. Student has been dealt with in line with anti-bullying policy and the behaviour persists | | |
| | Truancy from lessons / leaving school without permission | E.g. Choosing not to attend lesson with no reason or not following school systems. Walking out of school without permission | | |
| | Copying/cheating in examinations | E.g. plagiarism, sharing of exam content / questions in internal examination | | |
| | Inappropriate use of mobile phone/social networking sites | E.g. involving other students, unpleasant or unkind comments being used | | |

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|--|----------------------------------|---|--|--|
| | Serious breach of uniform code | E.g. Refusal to follow the uniform policy | | |
| | Online Safety / Sexting Incident | E.g. Serious online safety (giving away personal details, meeting someone you don't know) or the sending, possession or receiving of nude images. | | |

LEVEL 4 (15 BEHAVIOUR POINT BP INCIDENTS)

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|--------------------------|--|---|--|-------------------------------------|
| HEADTEACHER / SLT | Persistent infringement at L3 | Repeated infringements at level 3, with appropriate interventions as above, no improvement is shown | <ul style="list-style-type: none"> • Incident Report • External exclusion (1, 2 days) • Formal meeting with parents, Governors and Headteacher • Pastoral Support Programme (for two or more external exclusions. Work sent home) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies (TAW). • External exclusion (3, 4, 5 days) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies. | SLT Head Teacher Governors |
| | Stealing of items | E.g. stealing something that belongs to another student / staff member | | |
| | Possession of illegal substances/materials or possession of any prohibited items | E.g. Please see the list in the definitions section above for further details | | |
| | Possession of a dangerous item | E.g. Please see the list in the definitions section above for further details | | |
| | Persistent bullying (or cyberbullying) | E.g. Student has been dealt with in line with anti-bullying policy and the behaviour persists | | |
| | Inappropriate sexual behaviour | E.g. unwanted sexual contact, comments or remarks, sexual harassment, sexting | | |
| | Fighting | E.g. hitting, kicking, spitting | | |
| | Smoking/drinking | E.g. bringing onto the premises or consuming alcohol or smoking | | |
| | Setting off fire alarm | E.g. intentionally setting off the fire alarm | | |
| | Truancy from school | E.g. truancy from school for the entire day / half a day | | |
| | Deliberate breach of network security | E.g. hacking into school network | | |
| | Bringing to school items which could cause harm/damage to self or others | E.g. Please see the list in the definitions section above for further details | | |
| | Bringing school into disrepute/damaging its reputation. | E.g. Completing an illegal activity while on the school site, in the school uniform | | |
| | Physical/verbal abuse of staff or students | E.g. Please see child protection policy for definitions of abuse | | |

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|--|---|--|--|
| Threatening of staff or students or malicious accusations against school staff | E.g. threatening a member of staff verbally or making malicious accusations: directly or indirectly | | |
| Racist incidents/abuse | E.g. any form of racist comment or remark towards another student or member of staff | | |
| Homophobic incidents | E.g. any form of homophobic comment or remark towards another student or member of staff | | |
| Supply of illegal substances | E.g. Please see the list in the definitions section above for further details | | |
| Possession of pornography | E.g. Being in possession of pornographic material and / or making others watch this | | |

Off-Site Behaviour

Further details about this can be found in the school trips student behaviour policy, but sanctions may be applied where a student has failed to follow the school's expectations when off-site whilst representing the school, such as on a school trip, sports fixture or on the bus on the way to or from school.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Use of Detentions

Detentions can be used as one of the sanctions for level 1 and / or 2 incidents. Lunchtime detentions can be arranged by subject staff and / or form tutors and should be noted both in the student planner and on SIMS. After school detentions are for more serious incidents and are arranged by Heads of Faculty, Heads of Year and / or the Senior Leadership Team and we would give parents at least twenty-four hours' notice including a written follow up to allow transport arrangements to be made.

The system of detentions

Step 1 Class teacher issues initial detention and records in student planner and SIMS

Step 2 Failure to attend class teacher detention - a student will attend a Faculty detention at lunchtime. The Head of Faculty will notify the relevant Head of Year who will inform the parents / carers of this detention.

Step 3 If an incident is serious enough to warrant an after-school detention then notice must be given and this will be communicated to parents/carers by the Pastoral team. School detentions are supervised by the one of the heads of year.

Classroom Removal

If, on the rare occasions that a classroom teacher feels that a student needs to be taken out of class temporarily due to their behaviour, then the Head of Year or SLT must be alerted and they will arrange removal of the student.

Some examples of this level of disruption are:

- Abuse of staff
- Abuse of fellow students
- Racial harassment
- Sexual harassment
- Illegal substances

- Criminal damage
- Physical assault
- Dangerous behaviour / self-harm
- Repeated disruption of other students learning
- Repeated refusal to follow instructions

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

More details about this can be found in the School's Use of Reasonable Force Policy. Some staff have received additional training in this area.

Confiscation

Any prohibited items (listed in the Definitions Section) found in a student's possessions will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to schools' discipline. This could include:

- Mobile phones (see Mobile Phone Policy for further details)
- Jewellery not permitted (see Uniform Policy for further details)
- Badges / other items not permitted (see Uniform Policy for further details)
- These items will be returned to students but will be recorded on our behaviour management system (please see information contained within the mobile phone policy about collection of confiscated mobile phones).

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (please see the School's searching, screening and confiscation policy for further details)

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special education needs coordinator (SENDCO, Mrs A Benoit) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Should a student's behaviour impact on their own learning progress or that of others, they may receive:

- A 'getting back on track' programme
- Individual mentoring
- Pastoral support plan

In each case, we welcome the involvement of parents / carers in helping their child to review their behaviour and approach to learning. Our focus is to work with each student to help them show the appropriate behaviour for learning at all times, thereby becoming confident and independent young people.

Monitoring Arrangements

This behaviour and rewards policy will be reviewed by the Headteacher (Mr M J Scott) and the chair of Governors (Mr E Lewis) annually. At each review, the policy will be approved by the Headteacher.

Links with other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy
- School Trips Student Behaviour Policy
- Searching, screening and confiscation policy
- Uniform Policy
- Use of reasonable force policy

APPENDIX I

Behaviour Intervention Record for use by subject teachers, form tutors and Heads of Year for during a detention

NAME:

FORM:

DATE OF DETENTION:

What have you been given behaviour points for?

Why did you end up in a situation where you received behaviour points ie why did you forget books, not complete homework etc.

**What actions have you already taken to improve the situation and prevent further behaviour points?
What impact have these actions had?**

What other actions might help you to improve in this area? (think about how and when you do your homework, pack your bag etc., support at home, distractions, support at school)

ACTION PLAN: 3 ACTIONS THAT YOU WILL TAKE TO ENSURE THAT YOU DO NOT RECEIVE FURTHER POINTS