

WIGMORE SCHOOL POLICY

2.5p Rewards and Sanctions (Primary)

Rewards

Often children need no other reward than the positive attitude of the adults and children around them. They know that staff care about them and that they, and their efforts, are valued. Children respond well to private and public praise. A smile or nod of approval is often enough. Sending the child to show good work to another teacher or the head is effective, as is a message home. Staff reward good effort and reliability in many ways e.g. by giving special jobs.

Teachers are encouraged to identify and affirm good work and progress, emphasising the positive wherever possible, giving personal praise in words and gestures, and using the system consistently.

Congratulations certificates are presented in assembly [normally on Fridays] for especially good, or improving, work or behaviour. Good work is displayed within the classroom, or in the hall and can be shown to the whole school in a "Celebration" assembly, on Fridays.

House points

House points are awarded for good work or behaviour and add up to a range of levels of awards - **Appendix 1** shows the house point system and the number of house points required to gain each award. Children are presented with house point certificates in the weekly Celebration assembly.

Endeavour awards

Every Friday class teachers award a certificate to their class endeavourer. Each classteacher awards a half-termly endeavour cup for sustained endeavour in one or more aspects of work or behaviour.

Class of the week

Each week class teachers award points out of 20 and the winning class receives the Class of the Week cup and bonus time on the outside play equipment.

Other awards

At the end of Year 6, colours, cups and plates are presented to children who have achieved success in a range of subjects especially relating to performing arts and sporting activities.

Whenever children are known to have achieved something special out of school then due recognition is given, either in class or assembly.

Names of children winning endeavour cups, star awards, colours, cups and plates are displayed around the school and published in weekly newsletters.

Sanctions

Initial Responses to Poor Work or Behaviour

If work is unsatisfactory it must be completed, or repeated, during the child's own time, either at playtime or as homework.

If a child's behaviour is disrupting a lesson then he or she must be given one warning and then if necessary removed to another classroom, or referred to a member of the senior leadership team. The work must be completed later in the child's own time.

If children are unkind to others they will be spoken to, initially by the person on hand. It may be necessary to refer the child to their class teacher, the head of key stage or a member of the senior leadership team. Time is taken to make the child reflect on his/her actions and how they affect others.

Children playing roughly are warned only once. If they persist they have to miss some playtime, standing next to the person on duty to calm down. If necessary a reliable child to the head of key stage / leadership team for backup.

Children should not be sent unattended out of class or in from the playground. Children should only be restrained [by two adults, ideally SLT] as a very last resort.

Sanctions

If children break one of the school's rules then they will lose one playtime and sit on the hall steps. Persistent appearances on the steps must be logged on SIMS as behaviour points. Failure to take heed of repeated warnings may result in the withdrawal of privileges, such as belonging to a school club, representing the school in football or netball or choosing time for infants. **Appendix 2** shows the levels of sanctions used at school.

More Serious Misbehaviour – Involvement of Parents and Exclusion

Parents need to be informed and consulted whenever staff become concerned about out of character actions or the deterioration of behaviour. Although poor behaviour is never condoned it could be explained if home circumstances are known to be a factor. Best outcomes result when home and school work together. An agreed action plan must be drawn up and reviewed regularly until behaviour improves. The child may be also put on daily report. A report sheet would be shown to the end of key stage / assistant headteacher at the end of every day and taken home for parents' comments. Outside agencies may also become involved. Temporary or permanent exclusions may be a last resort following persistent and serious misconduct.

Person Responsible	Sarah Steer
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