

## 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 of school 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 class teacher 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 in assembly. Class of the week is published in the weekly newsletter.

#### **Other awards**

At the end of Year 6, colours and trophies 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.

#### **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 will be sent to fetch 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 who have been trained in positive restraint techniques] as a very last resort.

Persistent work or behaviour concerns must be logged on SIMS as behaviour points. **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 head of key stage 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.

<b>Person Responsible</b>	Sarah Steer
<b>Last Updated</b>	September 2018
<b>Review Date</b>	September 2019

## Appendix 1

## Rewards System

<b>Reward</b>	<b>Reason</b>	<b>Action</b>
<b>House Point</b>	Given by the teacher at their discretion	<ul style="list-style-type: none"><li>• Put stamp or sticker in planner / book / chart in classroom or on jumper</li><li>• Record on SIMS</li></ul>
<b>Certificate of Merit</b>	Received after <b>10</b> house points	<ul style="list-style-type: none"><li>• HOKS / SLT to present a certificate in assembly</li></ul>
<b>Bronze Award</b>	Received after <b>30</b> house points	<ul style="list-style-type: none"><li>• HOKS / SLT to present a certificate and badge in Friday assembly</li></ul>
<b>Silver Award SLT Award</b>	Received after <b>60</b> house points	<ul style="list-style-type: none"><li>• SLT / HOKS to present a certificate in Friday assembly</li></ul>
<b>Gold Award Headteacher Award</b>	Received after <b>90</b> house points	<ul style="list-style-type: none"><li>• Headteacher to discuss with pupil and present a certificate and Gold badge in Friday assembly</li></ul>
<b>Platinum Award</b>	Received after <b>120</b> house points	<ul style="list-style-type: none"><li>• Headteacher to discuss with pupil and present a certificate and Amazon Voucher in assembly</li></ul>

## Appendix 2

## Sanctions System

Level	Incident	Staff Action
<b>Level 1</b>	<b>Single incident of:</b>	<b>Teacher / staff on duty actions:</b>
	Lack of effort with work / HW	Extra work / finishing work at break
	Uniform issue	Verbal discussion with pupil
	Minor behaviour issue on playground	Time taken away from pupil eg standing with member of staff on duty, standing at edge of playground
	Behaviour issue in class	Move to 'red' on class chart, time taken away from pupil at break/lunchtime Behaviour point on SIMS (KS2)
<b>Level 2</b>	<b>Repeated incidents in one half term of:</b>	<b>Teacher Action:</b>
	Effort with work / HW	Extra work / HW club support / discussion with parents Time taken away pupil at break / lunchtime Verbal discussion with pupil
	Uniform/appearance issues	Share with parents at drop-in/ after school /parents evening
	<b>3 or more</b> behaviour points on SIMS in one half term	Teacher discussion with parent at drop-in / after school / on phone
<b>Level 3</b>	<b>6 or more</b> behaviour points on SIMS in one half term	<b>HOKS Action:</b> Discussion with pupil Detention for pupil Parent meeting
<b>Level 4</b>	<b>9 or more</b> behaviour points on SIMS in one half term  Serious isolated incidents eg Defiance / Rudeness Disruptive behaviour Bullying Aggression / Fighting	<b>SLT Sanction/Intervention/Monitoring:</b> Discussion with pupil SLT lunch detention Behaviour/Work report Parent meeting Outside agencies Working away from classroom
<b>Level 5</b>	Repeated incidents at level 4	Isolation / Internal Exclusion / Exclusion