

WIGMORE SCHOOL POLICY

Rewards and Sanctions - Primary (non-statutory)

Rewards

As a Values Based Education school, Wigmore Primary puts an equal emphasis on personal and social development. There is a culture of positive values within the learning environment for children and staff, creating an experience that helps everyone develop personal and interpersonal capacities. Children have a 'values consciousness' which impacts on their behaviour and actions. In thinking about and enacting values, learners develop self-worth, empathy and responsible personal behaviour.

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 a Friday] for especially good or improving work or behaviour. Good work is displayed within the classroom, or around the school and can be shown to the whole school in a "celebration" assembly, on a Friday.

House points

House points are regularly awarded to children for good contributions to lessons, good work, positive behaviour and behaviour in line with our school values. When house points are awarded, these are typically given out in increments of 1, 2 or 3. House points are totalled by Year 6 children on a weekly basis to establish the weekly house winner. This is published in our newsletter each half term. Running totals are kept so that children can accumulate house points over the year which are also awarded in activities such as: sports day, quizzes, spelling bee and times table competitions. At the end of the academic year, the overall house winner will be announced and published in the newsletter.

Reading Recognition

Each child who reads 4 times per week and has their planner signed by a parent will be entered into a reading draw. This will be drawn termly where the winners will be chosen. Those chosen will be rewarded with a trip to a book shop to purchase a book of their choice (2 children per class).

Wigmore Star of the Week

Every Friday, Class Teachers award a 'Star of the Week' to a child in their class. Star of the Week winners are published in the weekly newsletter.

Values Award

Every Friday, Class Teachers award a 'Values Certificate' to children in their class based on the monthly value. Values award winners are published in the weekly newsletter.

Wigmore Star of the Term

On the last day of each term, each Class Teacher awards a certificate and badge to a child in their class. Star of the Term winners are published in the termly newsletter.

Class of the week

Each week Class Teachers award points out of 10 and the winning class receives the Class of the Week cup in assembly. Class of the Week is published in the weekly newsletter.

Reading, Writing and Mathematics Award

On the last day of each half term, each Class Teacher awards certificates to children in their class for efforts in reading, writing and mathematics. Award winners are published in the half termly newsletter.

Other Awards

At the end of Year 6, 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 (level 0).

If a child's behaviour is disrupting a lesson then the class management system must be followed and then if necessary the child should be removed to another classroom or referred to HoS/DHoS. The work must be completed later in the child's own time. If the child is removed from the classroom, the family must be informed on the same day and recorded on Arbor (level 3)

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. If necessary the class teacher will refer this to the HoS/DHoS.

Children playing roughly are warned only once. If they persist, they must miss some playtime, standing next to the person on duty to calm down and then reflect on their behaviour. If necessary a reliable child will be sent to fetch the HoS/DHoS for assistance.

Children should not be sent unattended out of class or in from the playground. Children should only be supported by up to two adults who have been trained in positive handling techniques where the child is at a clear risk to themselves and others around them.

Persistent work or behaviour concerns must be logged on Arbor as a behaviour incident. **Appendix 1** 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 also be put on daily report. A report sheet would be shown to the HoS/DHoS at the end of every day and taken home for parents' comments. Outside agencies may also become involved. Suspension or permanent exclusions may be a last resort following persistent and serious misconduct (See Appendix 1).

Person Responsible	Dave Sallis
Last Updated	September 2026
Review Date	September 2027
Approved by Trustees	10 th Sept 2026

Appendix 1

Sanctions System

Level	Incident	Staff Action
Level 0	General classroom management	Teacher to implement classroom approach specific to their class to manage day to day behaviour.
Level 1	Single incident of: Lack of effort with work / HW Uniform issue (e.g. wearing a non-uniform item, missing PE kit) Minor behaviour issue on playground Behaviour issue in class	Teacher / staff on duty actions:
		Reflection with class teacher. Child informed they have a week to improve. This will be recorded as a behaviour incident on Arbor.
Level 2	Repeated incidents of: Lack of effort with work / HW Uniform issue (e.g. wearing a non-uniform item, missing PE kit) Minor behaviour issue on playground Behaviour issue in class	Teacher Action:
		Class teacher to inform DHoS (or HoS) and child's parent to be informed. There will be a clear log of the repeated incidents on Arbor. Child to be placed on report for a week to visualise the behaviour and keep child and parent informed of progress in relation to the repeated incident. Formal record of this to be logged by DHoS on Arbor. Reviewed after 1 week, if improvement back to Level 0; if not move to level 3.
Level 3	No improvement on Level 2 in the week specified	Teacher & HoS/DHoS Action: Discussion with pupil and formal parent meeting with CT, pupil and DHoS (or HoS) to put an action plan together to improve behaviour. Recorded on Arbor. Reviewed after two weeks or before a half term to allow a fresh start on return to school. If improved, move to level 2; if not move to level 4. All behaviour incidents continue to be logged on Arbor.
Level 4	No improvement on Level 3 in the two weeks specified	SLT Sanction/Intervention/Monitoring: CT, pupil and HoS/DHoS to put an action plan together with the support of outside agencies. Appropriate measures in school to be put into place (e.g. internal isolation or working away from other children). Recorded on Arbor.
Level 5	Repeated incidents at level 4	Suspension / permanent exclusion / managed move Recorded on Arbor.

At the discretion of SLT, children may move more than one level due to a more serious specific incident.