

Rewards and Sanctions Policy



Signed (Chair of Governors).....
Signed (Head teacher).....
Date.....
Review Date.....

This Policy complies with Warrington LA guidance.	YES
This Policy will be reviewed in	2017
The Policy was agreed by Governors in:	2018
The Policy is available for staff at:	Staffroom
And for parents/carers at:	On the website



BEHAVIOUR POLICY

AIMS

At Latchford St James Church of England Primary School we believe that our school should be a place where:

- 1) Children and staff feel secure and are happy and healthy.
- 2) Children can learn and staff can teach without disturbance.
- 3) Positive attitudes are encouraged at all times as children learn better when they are praised and rewarded.
- 4) The whole school community knows, understands and lives out the following values: Hope, Generosity, Friendship, Peace, Respect, Love, Faith, Forgiveness, Compassion, Honesty, Service and Thankfulness.
The whole school community knows, understands and lives out the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 5) Parental involvement is valued and encouraged. Parents should know about our School Rules, our Values and of our expectations of high standards of behaviour.

These will be communicated to parents via:

- ✓ Newsletters
- ✓ Home/School Agreements
- ✓ Signs around school/playground
- ✓ Celebration Worship
- ✓ Our school website

The Rewards and Sanctions policy at Latchford St James is based upon the 'Assertive Discipline' approach which involves **rewards** and **consequences**.

In the classroom

The most important part of our behaviour code is the use of **praise**. There must be a pervasive attitude of positive praise and encouragement in all classrooms, shared areas and play areas. We should aspire to praise every child every day. Children who behave well and co-operate should be praised for their good behaviour. This will also improve self-esteem. Each class teacher will use a range of privileges and rewards to celebrate good behaviour, effort and learning.

Individual rewards:

- Verbal and non-verbal praise,
- Stickers, certificates etc,
- Dojo points in KS2
- House points
- Weekly certificates for 'Learner, Role Model and Writer of the week as mentioned in the Gold book.
- Phone calls home to share positive praise
- Top Table for lunchtime behaviour
- Lucky Dip box

Class rewards:

The whole class will be awarded Dojo points by staff or prefects for behaving well. These points will be collected and counted towards a special treat. The class will need to collect a target number of dojo points to receive the treat and will work towards this for approximately a half term in KS1 & KS2.

Playtime and Dinnertime rules:

The School Council consulted pupils and agreed the following rules to ensure good behaviour in the playground:

- Be friends
- Treat others as you wish to be treated
- Care for one another
- Look after school property
- At the 1st signal – stand still
- At the 2nd signal – walk to your class door when directed to.

Classroom rules:

Each class has their own rules that they discuss and agree the most important ones. Each class clearly displays their rules and refers to them regularly to remind the children of the expected behaviour: Rules should be positive eg:

- We always speak quietly,
- We remember to walk in school,
- We keep our hands and feet to ourselves.

The rules are displayed in a prominent place and alongside a list of rewards (see list above) and consequences (see list below) so the children are aware of what will happen if they choose to follow or to ignore the rules.

Children who choose not to follow the rules should first of all be given the opportunity to co-operate; for example by the teacher praising another child or children, if the child does not respond to this then a verbal warning is given. This formal warning will be the first warning if the behaviour is severe. If the child continues to break the rules then there are consequences.

Consequences

EYFS

Children in the foundation stage are to be expected to start to develop a behaviour pattern of respecting, sharing with and listening to each other. The EYFS will use the sunshine and cloud system to indicate appropriate behaviour.

KS1

1. All names start on smiley face
2. Verbal warning
3. Child moves name to thinking spot
4. Stop face sent for 5 mins to different class. Apology on return.
5. Sent to Head-teacher/member of SLT and speak to parents.

KS2

1. Formal warning.
2. The child's name is put on the board.
3. ■ placed next to name and the child is moved to work in a different place in their classroom.
4. ■ ■ if a second dot is added, the child has to move to another classroom for 10 mins, taking their work with them. When they return the teacher will ask them what they can do to improve their behaviour. An apology will also be expected.
5. If the inappropriate behaviour continues following points 1 to 4 the child will be sent to see the Head teacher who will also inform parents. The following strategies may be used:
 1. Complete work in isolation.
 2. Have lunch in isolation.
 3. Removal of privileges.
 5. Communicate to parent/carer.
 6. Fixed term exclusion.

Incomplete Work

If a child has not completed enough learning during a lesson, it is the teacher's responsibility to supervise them at play or dinner times to provide another opportunity to succeed. Children must be supervised at all times.

Severe Misbehaviour

This means when a child:

- Blatantly refuses to do what a teacher asks them to do,
- Damaging or defacing property with intent,
- Using violence,
- Bullying others.

If children do any of the above then they will be sent directly to the Head-teacher who will inform the parents of the child who may be excluded if all other strategies have failed.

Very occasionally an incident may occur when a child becomes violent or angry and staff are required to use restraining techniques in order to keep the child concerned or other children and staff safe from harm. These rare situations will be managed using de-escalation strategies and where necessary, Positive Handling Responses (in line with TESS training 2015). Restraint is only ever used when absolutely necessary and restraint is always reasonable and proportionate to the individual child.

Home, school and the wider community.

Home/school contracts are signed by parents when children start school, a copy is sent home and a copy retained by school.

At the start of every academic year each class reviews the school rules and class instructions.

We aim to work together as a school and maintain a whole school approach to developing high standards of behaviour. Each member of staff has responsibilities for all children in school and if there is a problem the member of staff involved will deal with the child and take appropriate action (regardless of which class the child is in). It is important for staff to inform each other of any problems or dealings they may have with the children. On a positive note it is policy at Latchford St James for adults to praise children to their class teachers when they see them doing something well or being particularly helpful.

The Governing Body are fully supportive of the staff in the implementation of this policy. They recognise the importance of ensuring the learning environment is appropriate.

As a school with an open door policy, parents are informed by the class teacher of incidents of either positive or negative behaviour on a frequent basis. Home-school links are very important in improving behaviour and in ensuring success. Children who regularly misbehave will have a behaviour book which is sent home each night.

Every day is a new start and in the spirit of Christian forgiveness, each child starts off each day with a clean sheet. If a child or group of children are constantly choosing to break the class rules, then the matter will be directed to the Head teacher.

Circle time is one way we resolve conflicts and build up understanding as all children can express their feelings and thoughts in a 'non-threatening' place with their whole class.

Agreed: Spring 17

Review: Spring 18