## **Rewards**

At all times good behaviour should be praised and rewarded. Pupils’ efforts should be valued and achievements and good behaviour recognised in a variety of ways.

Children will achieve more, be better motivated and behave better, when staff commend and reward their successes. Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## **General Rewards**

* Favourable comments can be entered on pieces of work.
* Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
* Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and punctuality awards etc.
* Children’s work can/should be displayed as much as possible both in the classroom and corridors of the school.
* A visit to the Principal, Deputy Principal or Assistant Principals for commendations.
* Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
* Opportunities for giving children greater responsibility in school should be fostered
* Above all, praise and encouragement in and out of lessons should be used as much as possible.

## **Whole School Reward System**

Positive behaviours will be rewarded with a child receiving a ‘Dojo’ point. These points will be monitored and rewards issued over the course of the year:

50 – Prize from class teacher

100 – Prize from Mrs Bull

150 – Prize from Phase Leader BRONZE AWARD

200 – Prize from Mrs Beeston / Mr Jeffries SILVER AWARD

250 – Village Super Star Award GOLD AWARD

## **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

* Provide clarity and consistency of suitable responses.
* Minimise disruption to others especially teaching and learning time.
* Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
* Allow early involvement of parents, phase leaders, the SENCO or outside agencies.
* Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff will express displeasure with the action and never the child i.e ‘That was a silly thing to do because…’ and not ‘You are a silly boy’.

## **Dealing with unacceptable behaviour**

If unacceptable behaviour occurs:

**Step 1**

Behaviour observed may include: not listening, messing about, not following instructions, wasting time or using hurtful comments.

* 1st verbal warning given
* 2nd verbal warning and child receives a YELLOW CARD, child is reminded of consequences of further disruption
* If behaviours continue a RED CARD is given to the child (1 INTEGRIS POINT). The child will be moved within the classroom for up to 15 minutes.

**Step 2**

Behaviour observed may include: spitting, hitting, kicking, punching, fighting, damaging property, racist comments, offensive language, refusal to co-operate, rudeness to adults, putting people at risk of harm or already having been through Step 1.

* The child will receive a RED CARD (2 INTEGRIS POINTS)
* The child will be taken to a partner class for up to an hour and spend time in TIME OUT at the next available break.
* Class teachers will inform parents

**Step 3**

Behaviour observed may include: deliberately injuring somebody, bullying, stealing, destroying property, making repeated racist comments or already having been through Step 2.

* The child will receive a RED CARD (3 INTEGRIS POINTS)
* Mr Jeffries, Miss Archer or Mrs Parker will speak to the child.
* The child will miss breaks and lunchtimes for up to 2 days in TIME OUT decided by the phase leaders and speak to Mrs Bull about their choices.
* Parents will be asked to come into school to discuss the behaviours with the class teacher and Mrs Bull. A letter will also be sent home.

**Step 4**

A child will be moved to Step 4 if they have 25 INTEGRIS behaviour points in a term.

* The child will be put on ‘Report’ for 2 weeks. They will meet with the relevant Phase Leader at the end of every week to review their behaviour. At the end of the 2 week period the Phase Leader and class teacher will decide if the report period needs extending.
* By Step 4, a child will have a documented history of their behaviour to date. They will have been secluded in school previously and may already have a ‘Behaviour Plan’ in place.
* If the child’s behaviour does not improve the relevant Phase Leader (FS/KS1 or KS2) will write to parents and inform them that their child is at Step 4 and is vulnerable to exclusion. They will arrange to meet them and review or write a ‘Behaviour Plan’ with the class teacher and Behaviour Support Mentor.
* The SENCO and Phase Leader will decide if the child needs to be referred to the Behaviour Panel at the Local Authority and if not already done so will be placed on the SEN register at ‘School Action’ for Behaviour.
* If the child’s behaviour does not improve they may be excluded from school. If a child is excluded from school more than once they will be referred to an outside agency for support (Educational Psychologist, Behaviour Consultant, Community Paediatrician) if this has not already been done.