



REWARDS & SANCTIONS POLICY

WHY?

At Highlees, we believe that it is important that praise and reward should have great emphasis. Children will achieve more, be highly motivated and behave well, when staff praise and reward their successes rather than focus on poor choices.

WHAT?

This policy forms part of Highlees, Primary School's whole school behaviour policy. It is a fair and consistent framework for issuing rewards and sanctions.

HOW?

General	<ul style="list-style-type: none"> 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 cycling proficiency awards etc. Children's work should be displayed as much as possible both in the classroom and corridors of the school. Visits to the HOS/Vice Principal for commendations should be common practice. 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 e.g. Playtime Pals, Monitors, School Council etc. <p>Above all, praise and encouragement in and out of lessons should be used as much as possible, along with modelling positive relationships including use of 5C's .</p>										
Rewarding good behaviour	<p>Smileys As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions or attitudes which are deemed noteworthy and may include :-</p> <ul style="list-style-type: none"> Good behaviour Particularly good work/effort Displaying good manners. Displaying a caring attitude towards others. Staying on task etc. Displaying a 5C Making the right choice in challenging circumstances <p>When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.</p> <p>Once awarded a Smiley can never be deducted (see Sanctions). They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.</p> <p>The reward system is graded as follows:-</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>10 Smileys</td> <td>100 Smileys</td> <td>200 Smileys</td> <td>300 Smileys</td> <td>400 Smileys</td> </tr> <tr> <td>Teacher commendation = 1 stamp</td> <td>Bronze Award = 10 stamps</td> <td>Silver Award = 20 stamps</td> <td>Gold Award = 30 stamps</td> <td>Platinum Award = 40 stamps</td> </tr> </table> <ul style="list-style-type: none"> Bronze, Silver, Gold and Platinum awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement. <p>A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.</p> <p>If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.</p> <ul style="list-style-type: none"> Bronze Party: up to one session Silver Party: up to half a day Gold Party: up to a full day <p>'Smileys' should only be given in out in larger quantities in exceptional circumstances</p> <p>5C Awards Following the introduction of the Highlees 'C' of a week in whole school assembly on a Monday, staff will be extra vigilant in looking for children demonstrating this C. These children will then be recognised and celebrated in Whole School sharing assembly on a Friday. The 5C language will be embedded in everyday conversation and emphasised when discussing positive and negative behaviour choices with children.</p>	10 Smileys	100 Smileys	200 Smileys	300 Smileys	400 Smileys	Teacher commendation = 1 stamp	Bronze Award = 10 stamps	Silver Award = 20 stamps	Gold Award = 30 stamps	Platinum Award = 40 stamps
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Sanctions	<p>In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions 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.</p> <p><u>Note</u></p> <ul style="list-style-type: none"> Significant Behaviour incidents should be recorded on ScholarPack including follow up actions. ScholarPack will be used by the adults in the Behaviour Room so that behaviour can be monitored by the Behaviour Lead / Senior Leadership Team (SLT). Highlees Primary School is committed to ensuring that all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and 										

staff. Use of physical intervention will be recorded in the Bound and Numbered book, parents will be informed and steps taken to support children in making better choices of action to prevent reoccurrence.

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 during 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, Behaviour Lead, SENCo and support 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. Express your displeasure with the **action** and never the **child**

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

1. Move to 'Yellow' and lose 5 of minutes of next breaktime
2. Move to 'Orange' - 10 minute time out in parallel class (and lose 5 minutes break)
3. Move to 'Red' and increase of time lost to 10 minutes next breaktime
4. 30 minutes time out with Phase leader (some behaviours may require accelerating to this step)
5. Internal seclusion within school
6. External seclusion to Eyrescroft for ½ a day
7. External seclusion to Eyrescroft - up to 5 days
8. Fixed term exclusion from school.
9. Permanent exclusion from school

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances fixed term and permanent exclusions may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

(this list is not exhaustive)

WHO?

- **All staff in school are responsible for responding to good and bad behaviour.**
- **The member of staff** who deals with a Category 4 behaviour should log it on ScholarPack and refer to Behaviour Lead or Vice Principal for follow up.
- **The Safeguarding Team** is responsible for supporting staff, monitoring children and liaising with parents if problems are severe or ongoing.
- **Behaviour Lead** will review rewards and sanctions annually.
- **Senior Leadership Team** will produce certificates as awards are logged.