



St. Margaret's
C.E. Primary School, Heywood

Rewards and Sanctions Policy

Revision Oct 2011

This policy is based upon Christian principles of forgiveness and reconciliation. It recognises the need for parents and carers, pupils, staff and governors to work together in partnership. It retains the essential working ingredients of the school's earlier policy and builds on these to provide more strategies to support pupils exhibiting more profound needs. It is also underpinned by the need to judge the child's behaviour, but not the child, when things go wrong.

We share a mutual aim in ensuring the best possible atmosphere pervades our school. It is equally important that our children grow up with a clear set of values agreed by all as a way to a happy and successful life. The policy reflects a review of the previously agreed policy and therefore builds on past experience and success as well as addressing current and future needs.

The general philosophy of the school is that wherever possible, achievement should be recognised, praised and rewarded in all areas of school life. This places emphasis on the positive and allows for the growth of the individual in becoming a more autonomous and responsive person.

This policy takes into account the basic human rights necessary for a child and an adult to perform effectively. It acknowledges that each has individual rights, be they the right to express feelings and opinions or the right to be left alone, and that respect for these rights, by all, is necessary for the benefit of all.

The policy also reflects the need for developing awareness of responsibilities. We all have rights, but equally important, we all have responsibilities as individuals, to ourselves, towards others, the school community, the local community and the wider world outside.

The school code of conduct clearly outlines our expectations and gives positive guidance as to the expected standards of behaviour. We have clear systems of rewards and an equally clear system with regard to sanctions and punishments. It is always the intention of the school to deal with any behaviour problems in a fair and consistent manner, thus engendering mutual respect amongst all the people making up the school community.

Aims and Objectives of the Policy

We aim to

- enable all pupils to develop into rational, caring, confident and independent individuals in an environment where they work hard and enjoy reaching their full potential.
- provide an environment which enables an atmosphere of mutual respect for each others' needs as human beings.
- develop within the children an understanding that they have responsibility for their own behaviour.
- demonstrate to the children positive behaviours and give them clear guidelines and expectations.
- involve parents and carers alongside the school in the development of their children's behaviour.
- to be fair and consistent in dealing with behaviour around the school.
- develop children's awareness of their responsibilities towards themselves and others.
- to reward and encourage positive behaviour.
- to prevent bullying
- to make sure children complete assigned work

Overall Objective: By the time children leave St Margaret's Primary School at the end of Year 6 they will have gained an understanding of these aims and the great majority of them will be successful in their school life because of their positive attitudes towards their own behaviour, preferred learning styles and achievement.

Key Principles

Everybody in the school is expected to abide by our key principles which are outlined to all parents/carers and children in our school information booklet and home school agreement. These have been developed to create a positive ethos throughout the school and to give the children, staff and parents a clear understanding of the work of St Margaret's Primary School.

These key principles are based on RESPECT.

At St Margaret's we show respect in the following ways as a **TEAM**:

- R Responsibility for your actions
- E Explore, enjoy and excel
- S Smile, keep safe and be happy
- P Positive contributions from all
- E Everyone can do their best

C Care for, and be kind to others

T **Together Everyone Achieves More**

Rewards

The rewards system will run through the school to provide a positive and consistent approach.

Children behaving well or acting responsibly during breaks and lunchtime can be spotted by staff or pupils and their names entered in a weekly KS draw to take place in assembly.

We believe that it is important that all children are rewarded for their behaviour, caring attitude or conscientiousness to their work and therefore for putting the school's key principles into practice.

Good work and achieving work targets are rewarded with certificates. These are presented weekly as are other rewards. Other privileges will include representing the school at sporting or other events. Such privileges can be withdrawn where considered necessary, but only after consultation with a senior teacher.

Good work and behaviour are also recognised through stickers, notes home, class spotted systems and positive comments made verbally or in writing. It is important that children are surrounded by this type of language to enable them to build their self esteem and confidence. Special events can be planned to support those children for whom good behaviour is the norm.

Sanctions

The school has basic guidelines for promoting a positive, healthy and safe environment for all children. There have to be clear boundaries for all children, regardless of their special needs, although the response to unacceptable behaviour will be differentiated appropriately to match the child's behavioural issues and support needs (Equality Act 2010). Children who do not adhere to these boundaries will be sanctioned using a clear and visual set of sanctions agreed by the staff.

All children are able to understand that they should:

- be in the classroom and ready to work
- allow other children to learn
- show respect to the others and to the school building and grounds

- keep themselves and others safe (zero tolerance on bullying)
- Complete work set

Reception, Year 1 and Year 2 use a cloud and sunshine system in class to ensure continuity for the younger children. Names are placed on the cloud as a sanction.

Each KS2 classroom has an A3-sized sanctions ladder displayed with the following sanctions (in ascending order on the chart):

- **1st warning**
(verbal warning)
- **2nd warning**
(5 minutes detention)
- **3rd warning**
(10 minutes detention)
- **4th warning**
Full playtime detention (covered by adults on rota basis)
- **5th warning**
Time out (age in minutes, at an agreed neutral place) (if not accepted, then move child up to next stage)
- **6th warning**
Isolation for a morning in another class (parent/carer/Head involved and issues discussed with them prior to sanction) If a child is already at Stage 6 by lunchtime, provided the parent/carer can be contacted and informed, arrangements can be made for isolation that afternoon if, at the discretion of the senior teacher present, suitable space is available with adequate supervision.

Depending on the level/severity of behaviour - warnings may be fast tracked.

Each classroom must have a suitable working space for a child from another class for isolation purposes.

Where children are isolated a phone call is made or a letter will be sent to parents/carers to inform them that this is happening and to make it clear that their child must take part in it. At each step children are given help and reminders about what is appropriate behaviour and given take-up time to comply.

Take-up will be differentiated for children with identified special needs and this will be identified within their IEP. Persistent problems are also explained to and discussed with parents/carers. Children must not have their entitlement to curriculum time (including PE or sports lessons) removed as a sanction unless there is a risk assessment that indicates the activity is no longer suitable given the child's behaviour or needs, this also includes educational visits.

The children's names are to be word-processed onto card and laminated and kept by the ladder in a 'working well' display card or in a labelled container. Only when necessary, the name of the child causing concern is physically positioned onto the ladder (where other names may already have had to be displayed) so that it is a visual reminder for that child and a deterrent to others. Each day is a fresh start (depending on age may be afternoon as fresh start if warned in the morning) and all the children start at the bottom again. This implies that the majority of children's name cards will not be required on any one day and would not then be displayed until the first warning is given.

Time out, detention and isolation will be monitored and recorded by the class teacher. Parents/carers will be informed by the class teacher where children are persistently getting near the top of the ladder. Time out will take place in a non-stimulating environment under close supervision of a member of staff. Detention will take place under close supervision of a Teacher/TA and will involve the child finishing work missed. Detention will be monitored closely and parents will be communicated with as required to support. Isolation will be supervised by an appropriate member of staff and will involve the child being removed for half a day from class and contact with other children to work under constant supervision. Lunch and break will be separate from other children.

In extreme circumstances, it may be necessary to jump to Stage 4 or higher of the code. This should be discussed with the Key Stage Leader or Head before the step is taken.

Pupil Exclusions (fixed term or permanent) are a last resort outside the range of the sanctions ladder. However, the head teacher/SLT holds the right to use these for the following, or similar or allied behaviours. If there is a suitable and appropriate alternative this will be used.

- verbal abuse of staff

- physical attack on staff
- physical attack on another child

Bullying is unacceptable in any form and the school has a clear policy for this (reference Anti-bullying policy).

Where such behaviour is persistent and sustained the Head teacher will have to consider permanent exclusion when the total of days exceeds 15 days in a term or where physical injury requiring sustained medical treatment occurs. Exclusion will follow the policy of the Local Authority and will be duly notified. Work must be set by the class teacher for the excluded pupil to complete at home each school day.

The use of the ladder will be a regular item for discussion at teacher's meetings so that continuity of approach is maintained.

Intervention Strategies

The school has a Mentor to work with individual children or small groups of children who need support with behavioural, emotional and social difficulties (BESD). Their work includes:

- supporting children in class
- using small groups for developing inter-personal skills
- helping children to problem solve difficulties that arise and find solutions
- working with parents (Parenting Groups/appointments)

Individual Behaviour Plans (IBP's) are in place as required and signed and shared by parents. These are supported and monitored by the Inclusion Manager.

Positive Handling Plans are in place and shared with and signed by parents. These are only used as a last resort to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The school works with outside agencies to provide support for individual children, groups of children and the staff. These include Counselling Services, CAMHS and other outside agencies.

Parents

It is expected that parents/carers will support the school in rewarding the positive aspects of children's work and behaviour and working with the school where children have not adhered to the boundaries drawn and the principles laid out in the information booklet or the Home/School Agreement.

Gaining the support and understanding of parents/carers is the responsibility of the class teacher assisted, if need be by a senior teacher. An early telephone conversation with a parent is preferable to sending a letter or note home. However, if no telephone contact can be made, then after discussing this with a senior member of staff a letter can be sent. **This letter must be shared with a senior teacher prior to sending.**

The school will work closely with parents/carers to promote positive behaviour by keeping them informed where children are finding this difficult and working on strategies to enable all parties to work together to this end.

Staff

When an incident in school involves the child or relation of any member of staff, that member of staff should not be involved in any way with dealing with the situation, but should immediately hand over to a colleague. This will avoid any accusation of bias or unfairness.

Any member of staff who is feeling angry (as opposed to disappointed or professionally concerned) about the actions of a child should also not be involved in any way with dealing with the aftermath or resolution of a situation, but should immediately hand over to a colleague. This will avoid any accusation of undue severity in punishment or any physical rough handling from any child who feels he /she has perceived the adult acting in anger.

Disciplinary Action will be taken against pupils who are found to have made malicious accusations against staff.

Confiscation of inappropriate items - See 'screening, searching and Confiscation' advice (Dec 2011)

This policy was written and agreed by the teaching staff in October 2006 and was last reviewed in October 2011 by staff, amended and approved by Governors in November 2011, and will be reviewed annually.