



## **Primary Rewards and Sanctions Policy**

### **(Key Stages 1 & 2)**

**This policy builds on from the practice established in the EYFS Positive Behaviour Policy**

#### **Rationale**

Establishing the right environment must be a whole-school priority at all times but especially in the first weeks of the new school year. We operate a positive discipline policy throughout the Primary department to ensure that discipline is upheld in every classroom and that all children have a calm environment in which to learn and in which teachers are able to teach.

#### **Aims**

- To celebrate pupils successes at every opportunity.
- To ensure the whole school behaviour policy is supported and followed by pupils, parents, teachers and all other adults who work in the school, based on a sense of community and shared values.
- To apply positive policies in which teaching and learning can take place in a safe and happy environment.
- To maintain an atmosphere conducive to learning.
- To promote responsible behaviour, encourage self-discipline and respect for themselves, for others and for property.
- To encourage good behaviour by providing a range of rewards and publicising those rewards.
- To publicise sanctions that may be imposed on pupils not adhering to school rules and procedures.

#### **All Pupils have the right:**

- To feel safe at school.
- To be treated with dignity and respect.
- To expect a positive learning environment in which effort and achievement are recognized and rewarded.



- To be taught without interruption from and inappropriate or disruptive behaviour.



- To know the rewards and sanctions resulting from different actions.

### **All Teachers have the right:**

- To expect appropriate behaviour and encourage positive social educational development.
- To expect assistance from parents and management in promoting a positive environment.

### **What can we do?**

- Work as a team.
- Act as role models.
- Adopt positive corrective practice.
- Follow the whole school policy on discipline

*Positive discipline is about creating the environment and social climate for teaching and learning so that correction is given in a way that minimizes unnecessary stress and considers the self-esteem of those being corrected.*

**Expected Behaviour:** *(We actively encourage pupils to follow the Golden Rules throughout Infants and the Core Values in Juniors)*

- To expect and encourage all pupils to participate actively and positively in all learning experiences.
- To maintain high standards of behaviour, courtesy and appearance as well as good attendance and time keeping.
- To treat others, their work and property with respect.
- To listen carefully to instructions.
- To adhere to the school rules.

### **Rewards**

In line with our approach to behaviour management, good behaviour is actively encouraged and rewarded. Achievements in all aspects of a child's life are celebrated. (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2).



### **Rewards include:**

- Verbal praise from members of staff and other pupils. This may be simple praise for a good answer in class or a thoughtful or helpful action. It could also involve public praise.
- Highlighting good work, effort or behaviour. This may involve showing work to the Head of Primary/ Deputy Head of Primary/ Key Stage Co-ordinator, telling others in assembly etc.
- Whole school/Key stage reward system eg Celebration assemblies, special certificates, rainbow and gold card system, Golden Table, Core Values certificate and special lunch table, Tea Parties and House points and House certificates. etc.

### **Sanctions**

Most examples of undesirable behaviour can be dealt with informally by the class teacher/member of staff and the child. The sanctions used will depend on the Year group/Key Stage. (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2).

If sanctions are not working and a child persists in behaving inappropriately, a more formal procedure will be employed (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2). If a formal approach is adopted it is vital that staff, parents and pupils work collaboratively and support one another to achieve success for the child. Children will be actively involved in the process at a level appropriate to their age and/or understanding.

### **Bullying**

Bullying will not be tolerated in school and is always dealt with seriously and as soon as possible (see Anti-Bullying policy).

### **Review**

Policy Reviewed: September 2017	Reviewed by :
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	Mrs Paula Parkinson-Head of Primary Nicola Lambros- Deputy Head Mr M Taylor, Headmaster
Next Review:	Approved:
September 2018	KGB November 2017

## Appendix 1

### Our Approach to Discipline – KS1

#### What we do to encourage good behaviour.

- We constantly refer to the Golden Rules.
- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We send children to the Key Stage Co-ordinator or Deputy Head /Head of Primary for good behaviour/work.
- We constantly praise good behaviour.
- Each class has a sun/cloud system with a peg for each child. The children's names (pegs) will be on the sun at the start of the day. For outstanding behaviour in KS1, the teacher will place the child's name on the **rainbow**. They will be awarded 3 house points
- We practise classroom reward systems.
- House Points are given to children for good work, attitudes and behaviour.
- Every week in year group assemblies we will award a certificate to one child in each class for good behaviour, work, attitude etc
- Each class celebrates "Golden Time" i.e special time given to children for good behaviour.



- Every 2 weeks we celebrate The Golden Table (Reception, Years 1 & 2.) A special Golden Invitation is given to someone who has consistently made a special effort to keep the Golden Rules. They are then invited to have a special lunch on the Golden Table with the Head of Primary.

### **What we do if children misbehave:**

- We encourage children to take responsibility for their own behaviour.
- We ask, tell and warn before sanctions are used.
- Each class has a sun/cloud/rainbow system with a peg for each child. The

children's names (pegs) will be on the sun at the start of the day. If a child misbehaves they will be given 3 warnings in total. On the 2<sup>nd</sup> warning their peg will be moved to the sun/cloud and a reminder of the expected behaviour is given. On the 3<sup>rd</sup> warning the child's peg will move to the cloud and the child is given 3/5 minutes time out of their next playtime or Golden time as appropriate. The name can be then moved back onto the sun if the child's behaviour improves or at the end of the day, whichever is first. This is a visual behaviour tool to encourage good behaviour. Golden time will also be taken away from a child who does not keep the Golden Rules, 5 mins, 10 mins etc depending on what the child has done or how many rules they have broken. This will be written down and kept a record of by their teacher.

- In the playground if behaviour is unacceptable, or a child breaks a Golden Rule then first of all we speak to the children explaining what they have done wrong and why we are disappointed by this behaviour. They are then given a warning. If the unacceptable behaviour were to continue then the child is then asked to sit on the allocated bench in the patio for a designated period of time, or brought in to the KS Coordinator if it is a more serious incident, or involving physical contact with another child. The incident is reported to the class teacher who will then deduct Golden Time as appropriate.
- We will always discuss incidents with the children involved.
- Further response to unacceptable behaviour will be:

\*time out policy being removed from class situations but never outside classrooms.



- \*Being reported to the Key Stage Co-ordinator or Deputy / Head of Primary.
- \*Losing part of playtime.
  
- \*Contacting parents through a phone call or the contact book.
- \*Meeting with parents.
  
- \*Student being on a behaviour report (IBP – with the consent of the parents).
- \*Meeting with the Key Stage Co-ordinator or Deputy / Head of Primary.
- \*Further disciplinary action may be taken in exceptional cases.

## **Encouraging Positive Behaviour.**

### **Weekly Class Focus.**

Each week, every class teacher and their children will agree on a weekly focus for their class. This should be displayed in their classroom and referred to constantly in the week, and in assembly.

A variety of strategies are available for class teachers to use to reward positive behaviour, which may be used at the teacher's discretion.

- e.g. verbal praise (individual/class)
- written comments in books
- smiley stickers
- star sheets

## **Appendix 2**

### **Key Stage 2**

#### **The Behaviour System**

All Key Stage 2 classes have a Behaviour Board' in a prominent place in the classroom-preferably next to the whiteboard.

The Behaviour Board' displays a behaviour chart with 5 pieces of laminated card in the following colours :

Gold, Silver, Orange, Purple and Grey, together with their corresponding pictures.



For **outstanding behaviour** (see chart) the teacher will place the child's name on the **Gold** card. They will then be awarded 5 house points and will be given a certificate. A comment will also be put onto iSAMS that will be shared with the parents.

For very **good behaviour** (see chart) the teacher will place the child's name on the **Silver** card. They will then be awarded 3 house points and will be given a certificate. (House Points will also be awarded for good pieces of work, acts of co-operation, kindness etc).

If a child's behaviour is **unacceptable** they will be firstly given a **VERBAL WARNING** and **ASKED** – not to do it again and to not continue with that pattern of behaviour.

If the behaviour continues their name will be placed on the **ORANGE** card, this is the formal sign of the warning. The sanction for this will be missing 5 minutes of play time, which will entail staying in class with the class teacher, sitting in silence. If the teacher is on duty, then the child must shadow the teacher whilst on duty.

If the inappropriate behaviour continues their name will then be placed on the **PURPLE** card. The sanction for this is that the child will be sent to the 'thinking time' area, supervised by the PLT (see timetable), and they will miss an entire play-time. This will be recorded on iSAMS by the class teacher as an **INTERNAL PURPLE**. This may also be sent to the parent, according to the judgement of the Class teacher.

3 Orange cards will automatically mean that an **INTERNAL PURPLE** card is given. Every 3<sup>rd</sup> Purple card will automatically mean an **EXTERNAL PURPLE** card. This will be recorded on iSAMS by the class teacher and a copy will also be sent to the parents.

If the child's inappropriate behaviour continues they will then be placed on the **GREY** card, after consulting the Key Stage Coordinator.

This will then be recorded on iSAMS (by the class teacher) with a copy to the parents, and the child will miss 3 play times. A meeting with the parents may also be arranged where necessary.

3 **EXTERNAL PURPLE** cards will automatically mean that a **GREY** card is given.



A child may be moved directly to the **PURPLE** / or **GREY** card for a more serious isolated incident, or if their behaviour is deemed to be extremely unacceptable.

Any child who physically hurts another child, e.g. by kicking, hitting, slapping, punching; who steals something from another child, or who puts someone in immediate danger by their actions will be automatically placed on a **GREY CARD**.

If a child's name is put onto the grey card twice in any week, they will be sent to Deputy Head of Primary / Head of Primary and a meeting with their parents will be arranged.

If repeated greys were given, they will be sent to Mrs Parkinson, the Head of Primary and would be given a 1 day **INTERNAL SUSPENSION**.

The child will spend the whole day with the Head of Primary / Deputy Head of Primary, with work set by the class teacher. An official letter will be sent to the parents and they will also be called in to school for a meeting.

Any confirmed Bullying Incident or deliberate Racial Comment with intent will automatically be given a 1 day **INTERNAL SUSPENSION**.

If a child behaves inappropriately in the playground they will be asked to sit aside and they will not be allowed to play again for that playtime. Their name will then be passed onto the class teacher who will put their name onto the appropriate card. Either the Duty Teacher or Class Teacher will record the incident on iSAMS where appropriate.

If a child is on purple/ grey, they will be given a purple card, with their name and date on, to take to the 'Thinking Time' Co-ordinator, so that repeated sanctions can be monitored.

**Each morning all children's names will be removed from whichever section they appeared in the day before giving each child a new start each day.**

**For examples of behaviour see document here:**

<https://docs.google.com/a/kingsgroup.org/spreadsheets/d/1Gh-vbkFfmBzYHDhCqnuuCEuBR8AeyST4Sn6QiL37CE0/edit?usp=sharing>

## **Report Cards**



Children who are persistently on the grey card, or who are sent to the Head of Primary can be put on a report card at the discretion of the teacher in consultation with the Primary Leadership Team. This would normally be for one week, but this could be extended by the class teacher if felt it was appropriate.

If a child's unacceptable behaviour continues as a concern, the Head of Primary will speak to parents, and the child may be given an Individual Education Plan for behaviour, if required and be added to the Special Needs register.

### **Golden Rules**

The Golden Rules will be clearly displayed in each classroom together with the Core Values. They will form the basis of our Code of Conduct. They will be placed next to the Coloured Behaviour Cards.

Each class – wherever possible - (EYFS/ KS1 /LKS2) – to be given a half an hour Golden Time each week– reward for good behaviour or will be taken away from those who have not achieved it.)

Circle time should be tailored into the weekly schedule whenever necessary, to address worrying behaviour/ feelings/ friendship issues.

Each class will have a class focus for the week also displayed – eg 'We will walk around school' 'We will keep the classroom tidy' 'We will watch our table manners whilst eating in the dining room' etc. The class teacher will refer to this constantly during the week. This will also feature on the behaviour board.

### **Core Value Table**

Each month in KS2 we focus on a particular Core Value (see overview of the year.) Each month we invite one child from each class who has demonstrated that particular Core Value to come for a special lunch on the Core Value Table.

### **Tea Parties**



We also select children every 2 months to attend a Tea Party where they have a special afternoon tea with the Head and Deputy Head of Primary and take their work along to share with them.

### **Bullying**

Bullying will not be tolerated in school and is dealt with seriously and as soon as possible. (see Anti Bullying policy). This will be recorded on iSAMS.

An Anti-Bullying sheet will also be displayed on the behaviour board. This will be given to teachers.

### **Appendix 3 Our Classroom Expectations KS2**