

Castle Hill St Philip's CE Primary



Rewards and Consequences Policy

HINDLEY CASTLE HILL ST. PHILIP'S CE PRIMARY SCHOOL

REWARDS AND CONSEQUENCES POLICY

AIMS

At Castle Hill St Philip's CE 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 teachers can teach without disturbance.
- 3) Positive attitudes are encouraged at all times since children learn better when they are praised and rewarded.
- 4) The whole school community knows, understands, accepts and promotes the following 3 rules:
 1. Show respect and good manners at all times.
 2. Follow instructions with thought and care.
 3. Care for everyone and everything.

These rules are rephrased appropriately for younger children.

- 5) Parental involvement is valued and encouraged. Parents should know about our School Rules and of our expectations of high standards of behaviour.

These will be communicated to parents via:

- ✓ Newsletters.
- ✓ Planners.
- ✓ Home/School Agreements.
- ✓ Signs around school/playground.
- ✓ Postcards home.
- ✓ School website

The following strategies have been discussed and agreed by staff for developing positive attitudes and high standards of behaviour.

SYSTEMS OF PRAISE AND REWARDS

- Gold Spot Events take place in school every half term; children need to collect the equivalent of one gold spot each week throughout a half term to qualify to take part in the Gold Spot Event by demonstrating outstanding self-managed behaviour consistently throughout the half term.
- Staff reward individual children with praise, stickers, certificates and other incentives. Adults and children are encouraged to praise each other and be proud of each other's achievements.
- Staff recognise children's positive behaviour by sending postcards through the post, noting which of the school rules they have diligently followed.
- Staff recognise the impact of parental support by sending postcards home, noting how the support from the parent has helped the child to make progress.
- The Friday Celebration Assembly recognises effort, achievement and good attendance. A 'Learner of the Week' and 'Role Model' from each class is chosen to receive a certificate during these assemblies. Such achievements are recorded onto O'Track, the school's electronic tracking and monitoring system, and are shared with parents during parent consultation evenings and as part of the annual end of year reports to parents.
- Staff reward the class as a whole by developing and adapting their own class reward system e.g. 'Pebbles in a Jar', 'Buttons in a Box', 'Raffle Tickets' etc. Rewards are linked to whole class behaviour targets e.g. lining up sensibly, working quietly without interrupting others, etc. Pebbles are accumulated until an agreed amount is reached when the class have a previously negotiated treat. Double awards are given to children conforming who find the target a challenge or when the class achieve the target whilst being taught by an adult other than the class teacher.
- Children are rewarded for good lunchtime behaviour in the dinner hall. Each table can earn reward stamps for their weekly 'Family Dining' card. The tables with the most stamps at the end of the week are announced in assembly and prizes awarded.
- At the end of each term the Headteacher gives special Headteacher Awards to children for academic achievements and Merit Awards to children who have been good role models.

Agreed Rewards

Those children who follow the rules will receive a variety of rewards including:

😊 Praise

😊 Gold Spot half term reward event

😊 Stickers

😊 Notes and postcards home

😊 Certificates

😊 Treats earned when reward jars are full

😊 Annually, the sports person of the year wins a trophy

😊 During the Y6 Leavers' Assembly, one child will be presented with the Iris Westhead Role Model Award - the child will receive an Oxford dictionary and their name will be engraved on the shield. Children of all ages will be regularly reminded of this prestigious award and how they can aim to achieve it.

AGREED CONSEQUENCES TO DEAL WITH CHILDREN WHO MISBEHAVE

IN LESSON TIME

Each classroom has a traffic light display and the children's names start the day all on green. Consequences for children who CHOOSE to break the rules will be:

1. Verbal Warning
2. Name moved from the green light to the orange light. If behaviour improves it can be returned to green.
3. If negative behaviour continues, the name is moved to the red light.
4. Once on the red light, playtime/ lunchtime can be lost in increments of five minutes and parents will be notified via a sticker in the child's planners.
5. If negative behaviour continues, the child may be sent to work in another classroom.
6. If negative behaviour continues, the child will be sent to a member of the senior leadership team. Members of the senior leadership team will inform parents via a sticker or note in the child's planner.
7. If a child does not achieve the required number of gold spots in a half term period they will not participate in the Gold Spot Event at the end of the half term. Instead they will observe and reflect on their choices whilst the Gold Spot Event is taking place.

The above is adapted to suit children in the Early Years.

These consequences are progressive but actions which are violent, abusive or endanger others can result in the bypassing of steps.

Every morning will be a fresh start for all children and depending on the age of the children each afternoon may also be a fresh start.

Once sent to the Headteacher the following consequences are used depending on the nature of the incident and age of the child:

1. Complete work in isolation.
2. Have lunch in isolation.
3. Copy out school rules.
4. Reflection opportunity in 'Time Out' throughout both Key Stages.
5. Removal of privileges.
6. Letter sent home to parent/carer or meeting arranged.
7. Fixed term exclusion.

If a child has not completed enough work during a lesson, it is the teacher's responsibility to supervise them at playtime or dinnertime to provide another opportunity to succeed. Time Out Zone should not be used for this purpose.

AGREED CONSEQUENCES TO DEAL WITH CHILDREN WHO MISBEHAVE

AT PLAYTIME AND DINNER TIME

If children misbehave then they will work through the following consequences:-

1. Warning.
2. KS2 children will stand on the wall for playing rough games. KS1 children will hold hands with an adult for playing rough games.
3. Sent for 'Time Out' can be implemented in both Key Stages.
4. Sent to the Headteacher or Deputy Headteacher who will inform parents via a note in the child's planner.
5. If repeatedly sent to the Headteacher - letter sent home and parents invited to make an appointment to come into school to discuss ways of improving the child's behaviour.
6. Occasionally parents may be asked to take their child home for lunchtime if behaviour is unsafe.

Time Out Zone is for children to serve a consequence for poor behaviour and for children who need somewhere to calm down or remove themselves from potential conflict. At the end of lunch time, incidents of poor behaviour will be reported by Lunchtime Supervisors, Deputy Headteacher or Headteacher to class teachers.

Children are expected to behave in the dinner hall with good manners and etiquette. Those who choose not to conduct themselves properly will eat their lunch with a senior leader or in the Time Out Zone.

SCHOOL RULES

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 from other classes. On a positive note, it is also policy at Castle Hill 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.

SERIOUS INCIDENTS

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, 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 2013). Restraint is only ever used when absolutely necessary and restraint is always reasonable and proportionate to the individual child.

Serious incidents will be recorded on a Serious Incident Report Form, including any actions arising as a result of the incident. Serious incidents will then be uploaded onto O'Track, the schools electronic tracking and monitoring system, and are shared with parents during parent consultation evenings and as part of the annual end of year reports to parents.

In exceptional circumstances, in line with Local Authority guidance on exclusions, a child may receive a fixed term of permanent exclusion. In these rare circumstances, the school will seek advice from the LA and other support services.

De-escalation Strategies

All staff are trained in the purposeful use of de-escalation and many are trained in Team Teach strategies to manage difficult behaviour. Such strategies include:

- Humour
- Verbal advice and support
- Firm, clear directions,
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders

Additional Needs

Where a child has Special Educational Needs or a Disability (SEND), the above sanctions may be modified and supplemented where appropriate. For example, Pastoral Support Programmes (PSP), Behaviour Plans, support from the Learning Mentor or the school's counsellor. Support may also be sought from external agencies.