

## **REWARDS AND SANCTIONS POLICY**

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This document is a statement of the aims and strategies for rewarding good behaviour whilst dealing with unacceptable behaviour at Stanfield (all years, including EYFS).

### **Rewards**

Everyone likes to receive positive encouragement and be appreciated; we recognise and reward children's good behaviour, effort and achievement wherever possible. Rewards help to foster and reinforce good behaviour whilst raising self esteem.

### **Recognition may involve:**

- a thank you
- praise
- showing/displaying work/achievements (weekly achievements assembly)
- a private acknowledgement of achievement from the teacher/Head verbal or written)
- peer approval
- informing parents informally in a verbal remark at the door or comment in the Reading Record/Homework Diary or formally on a report form
- giving responsibility or privilege
- stickers or certificates
- house points/merit badges
- golden time

### **Individual rewards**

#### **Year 6 (only) Same as the System of rewards used by MTGS**

Merit Marks - These are awarded to girls for:

1. Helpfulness beyond that normally expected.
2. Showing initiative.
3. Contributing positively to school life.
4. Outstanding effort.

Merit marks are not awarded solely for good work or good results. If a girl receives 3 merit marks in one year then she will be awarded an honour. An honour means that the girl sees the Headmistress or member of SMT and signs the Honours Book.

Prizes are awarded for achievement and effort in a wide variety of activities.

Girls who reach 3 honours in an academic year will receive a Bronze award.

Girls who reach 5 honours in an academic year will receive a Silver award.

Girls who reach 7 honours in an academic year will receive a Gold award.

Girls who reach 9 honours receive a Double Gold award.

Girls who reach 11 honours receive Platinum award.

## **All other Year Groups**

### **House points (Pom Poms in EYFS) are issued for:**

- good behaviour which follows the code of conduct
- good work, effort and/or achievement
- a thank you for helping out, doing jobs
- bringing in items to support topic work

### **Stickers are also issued for:**

- excellent/very considerate behaviour which follows the code of conduct
- making a sustained effort and achievement in work
- a significant improvement in the standard of work, effort or behaviour

Year 6 girls collect house points each week for their respective houses, Emerald, Garnet, Sapphire and Topaz.

The house with the most house points in any given week is announced in our weekly achievements assembly.

Pupils receiving the most house points, in their class are presented with a merit badge. At the end of the year, the winning house is presented with the House Trophy.

Well done stickers are given by individual teachers and stuck either in the child's work or given directly to the child to wear.

### **Over-use of the reward system**

In order to address the needs of children with behaviour, concentration and listening difficulties it may sometimes be necessary to 'over use' the reward system. To develop a more positive attitude to school life, teachers should be aware that this practice can appear unfair or inconsistent to other children and their parents; however, in these cases it may be helpful to set up a sticker sheet, whereby a child's behaviour is monitored across daily sessions, and the child is rewarded by stickers should he/she achieve agreed targets. It is beneficial to agree targets with the child and his/her parents together as this gives the pupil greater ownership for these.

### **Golden Time**

Some teachers reward good class behaviour by allowing a class treat. Some offer this on a weekly basis, with a 'golden pupil' choosing a suitable activity. We hope to develop this idea in school.

### **Class Table Awards**

In some classes, different table groups are awarded points for good behaviour/work. These points are totalled at the end of the week and the winning table is given a special privilege, agreed between pupils and the teacher.

### House Competitions

Throughout the year there are various events which provide the opportunity for children to participate and compete for their team. For example, sports days, inter-house netball and swimming and music competitions. The rewards for victory are not individual but a cup won for the whole team.

### Additional Rewards

From time to time, it may be necessary to reinforce key points from the Code of Conduct. All members of our school can then focus on promoting and rewarding appropriate behaviour, related to this target.

### Prize Giving

Form achievements and Endeavour and other prizes are awarded to pupils in Years 2 – 6 at our annual Prize Giving each summer.

### Responsibilities

These help children to make a positive contribution to school and the wider community. They also help to increase a child's self-confidence and self-esteem. Responsibilities include:

- Sports/music captains
- Assembly leaders
- School Council (Eco Council representatives)
- Form/Vice Captains
- Monitors (in class and across school)
- Wet playtime monitors

### Sanctions

Sanctions are used when children break the codes of behaviour. At Stanfield we:

- Apply sanctions consistently and fairly
- Check for any reasonable, specific cause for inappropriate behaviour
- Take account of individual circumstances
- Distinguish between serious and minor offences by making sure that the sanction fits the misbehaviour
- Give the children the opportunity to reflect on their misbehaviour, encourage them to consider the alternatives that were available to them and alternative choices that they might have made.

Staff use tracking sheets to record instances of poor behaviour or work concerns. The welfare team report lunchtime incidents to class teachers to follow up.

Examples of inappropriate behaviour	Examples of Sanctions
<b>Minor Incidents:</b> <ul style="list-style-type: none"><li>• Talking out of turn</li><li>• Distracting others</li><li>• Lack of manners</li><li>• Thoughtless with property</li><li>• Running in corridors</li></ul>	Verbal reprimand Reminder of rule Missing out on reward/part of playtime Practising/repeating appropriate behaviour

<p><b><u>Persistent or more Serious incidents:</u></b></p> <ul style="list-style-type: none"> <li>• Disobeying instructions</li> <li>• Arguing with a member of staff</li> <li>• Going out of bounds</li> <li>• Misuse of resources</li> <li>• Bullying</li> <li>• Persistently failing to work or preventing others from working</li> <li>• Damage to property</li> </ul>	<p>Name on tracking sheet  Withdrawal from a lesson  Working in another class  Referral to other staff/Head  Making up missed work in own time  Writing a letter of apology  Practising behaviour  Contact the parents</p>
<p><b><u>Very Serious incidents or repeated unwarranted behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Bullying (including cyber bullying)</li> <li>• Serious physical violence</li> <li>• Frequent aggressive behaviour in the playground</li> <li>• Rudeness to staff/refusing to follow instructions</li> <li>• Misbehaviour on an outing</li> <li>• Seriously disrupting lessons</li> </ul>	<p>Referral to Head/Deputy who will contact parents  Placing children on a report or behaviour contract  Exclusion from playground/exclusion at lunchtimes  Exclusion from school outing, fixed term exclusion from school</p>

Repeated extreme incidents may result in permanent exclusion.

If there is a serious incident during a lesson and class teachers need support, a verbal message is sent to the Head, Deputy or member of the Senior Management Team for assistance.

Bullying may involve actions or comments that are racist, religious, cultural, sexual/sexist or homophobic. It may also focus on disabilities or other physical attributes. Incidents relating to any of form of discrimination will be dealt with very seriously and parents will be informed, ensuring that the victim receives full support.

Cyberbullying should also be taken very seriously. It is never acceptable and it is vital that we understand how to prevent and respond to incidents. (See DCSF guidance 'Safe to Learn: embedding anti-bullying work in schools')

Related Policies include:

Anti Bullying, Behaviour and Discipline and Playground Policy

**Corporal Punishment**

The School does not administer corporal punishment.

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HEAD  
Updated Sept 2015

Sept 2015