



Rewards and Sanctions Policy



Signed by Chair of RAP Committee during COVID-19	
Signed Acting Headteacher	
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REWARDS AND SANCTIONS POLICY

AIMS

At Latchford St James Church of England 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 staff can teach without disturbance.
- 3) Positive attitudes are encouraged at all times as children learn better when they are praised and rewarded.
- 4) The whole school community knows, understands and lives out the following values: Hope, Generosity, Friendship, Peace, Respect, Love, Faith, Forgiveness, Compassion, Honesty, Service and Thankfulness.
The whole school community knows, understands and lives out the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 5) Parental involvement is valued and encouraged. Parents should know about our School Rules, our Values and our expectations of high standards of behaviour.

These will be communicated to parents via:

- ✓ Newsletters
- ✓ Home/School Agreements
- ✓ Signs around school/playground
- ✓ Celebration Worship
- ✓ Our school website
- ✓ Our Facebook page

The Rewards and Sanctions policy at Latchford St James is based upon the 'Assertive Discipline' approach which involves **rewards** and **consequences**.

Positive praise and rewards

The most important part of our behaviour code is the use of **praise**. There must be a pervasive attitude of positive praise and encouragement in all classrooms, shared areas and play areas. We should aspire to

praise every child every day. Children who behave well and co-operate should be praised for their good behaviour. This will also improve self-esteem. Each class teacher will use a range of privileges and rewards to celebrate good behaviour, effort and learning.

Individual rewards:

- Verbal and non-verbal praise
- Stickers, certificates etc
- Dojo points
- House points
- Weekly certificates for 'Learner, Role Model, Reader and Writer of the week as mentioned in the Gold book.
- Phone calls home or speaking to parents at the end of the school day to share positive praise

Class Dojo

Class Dojo is applied in all classes as a positive reward system. The children are individually awarded Dojo points by staff and prefects, based on specific skills (see appendix). Each week, the children aim to earn as many points as possible for behaving well, trying hard with their work and being positive role models. The child with the most points for that week will win a Class Dojo certificate and can choose two prizes from their class' prize box. Points are cleared at the end of each week, ready for all children to start afresh the following week.

Class Dojo is also used as a whole class reward system. If a class earns a total of 200 points collectively in a given week, they are rewarded with ten minutes extra play (to fit in when convenient for their class timetable).

House Points

In addition to positive praise in the classroom environment, house points are earned by children for demonstrating Christian Values around school and for events such as sports day. This is to encourage team work and collaboration as well as embedding our values in everyday life. It is important for children and staff to show pride in their houses, and so their house badges must be worn every day. Prefects will collect points weekly, with a leader board being shared weekly in Celebration Worship. At the end of each term, a treat is planned for the winning house, including an own clothes day. At the end of each academic year, each house will be rewarded for their efforts, with events such as a cinema afternoon. However, the overall winning house for that year will be rewarded with a bigger scale event, such as fun activities on the field and a picnic. This ensures that all members of houses are rewarded for their hard work that year. To promote pupil voice, prefects will contribute ideas for these events.

Playtime and Dinnertime rules:

The School Council consulted pupils and agreed the following rules to ensure good behaviour in the playground:

- Be friends
- Treat others as you wish to be treated
- Care for one another
- Look after school property

A yellow and red card system has been introduced when managing behaviour at break and lunch times – **Yellow** - children have time out for five minutes (at the wall or pencils)

Red – given if a child still chooses the wrong behaviour or for more serious behaviours – sent off the playground to member of SLT and lose 10 minutes of next play. Parents will be spoken to at the end of the day.

At the end of break and lunch time, all children are expected to respond to signals given by staff:

- At the 1st signal – stand still
- At the 2nd signal – **walk** to class door when directed to. Any children who do not walk sensibly, must be told to return to where they were stood, to try again.

Classroom rules:

Class rules displayed in each class to remind the children of the expected behaviour:

Rules should be positive eg:

- We always speak quietly,
- We remember to walk in school,
- We keep our hands and feet to ourselves.

The rules are displayed in a prominent place in each class. There are clear, high expectations in all classes and children are aware of what will happen if they choose to follow or to ignore the rules.

Children who choose not to follow the rules should first of all be given the opportunity to co-operate; for example, by the teacher praising another child or children. If the child does not respond to this then a verbal warning is given. This formal warning will be the first warning if the behaviour is severe. If the child continues to break the rules, there are consequences.

Consequences

Throughout school, all classes use a traffic light system to indicate appropriate behaviour.

EYFS

Children in the foundation stage are to be expected to start to develop a behaviour pattern of respecting, sharing with and listening to each other.

1. All names start on green
2. Verbal warning
3. Child moves name to amber.
4. If behaviours continue, child moves name to red and have time for reflection (3 minutes in Nursery and 5 minutes in Reception) with expected apology at the end of this. Parents will be informed at the end of the day.

If a child's name is moved to amber and their behaviour improves, they can move themselves back to green when directed by a member of staff.

KS1/2

1. All names start on green
2. Verbal warning
3. Child moves name to amber – loses 5 mins play, expected apology. (Stand at wall or pencils)
4. If behaviours continue child moves name on to red and misses 10 minutes play with a member of staff in the Reflection Room. A rota system is in place to cover this. If this happens at the end of the day, child misses time off the next playtime but this needs to be explained and the parent spoken to.
5. If still unresponsive, sent to Head-teacher/member of SLT and speak to parents.

In each class, a log must be kept and monitored of how many times children are on red.

Each week, one child from each class who is always on green will be chosen by their teacher to go to 'Always Club.' This is a special treat, including a drink (hot chocolate or juice), biscuits and a chat with a member of SLT on a Friday afternoon. A log must also be kept and monitored in each class who has been to Always Club.

Severe Misbehaviour

This means when a child:

- Blatantly refuses to do what a teacher asks them to do,
- Damaging or defacing property with intent,
- Using violence,
- Bullying others.

If children do any of the above, then they will be sent directly to the Head teacher who will inform the parents of the child who may be excluded if all other strategies have failed.

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 or 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 2015). Restraint is only ever used when absolutely necessary and restraint is always reasonable and proportionate to the individual child.

Home, school and the wider community.

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. On a positive note it is policy at Latchford St James 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.

As a school with an open door policy, parents are informed by the class teacher of incidents of either positive or negative behaviour on a frequent basis. Home-school links are very important in improving behaviour and in ensuring success. Children who regularly misbehave will have a behaviour book which is sent home each night.













Every day is a new start and in the spirit of Christian forgiveness, each child starts off each day with a clean sheet. If a child or group of children are constantly choosing to break the class rules, then the matter will be directed to the Head teacher.

Circle time is one way we resolve conflicts and build up understanding as all children can express their feelings and thoughts in a 'non-threatening' place with their whole class. As a school we use the Heart

Smart materials which develop children’s emotional intelligence. It helps them to solve emotional issues and promotes well-being. Lessons take place on a weekly basis and messages are revisited throughout the school day to build healthy thinking in our children. The units work in a very creative way of enabling children to adopt a positive attitude and be emotionally healthy.

Appendix

Class Dojo Awards

Award	Picture	Points
Home Reading x3		3
Superstar		5
Ready to learn		1
Trying very hard (EYFS-Y3)/Perservance (Y4-6)		1
Helping others		2
Excellent answer		1
Beautiful handwriting		1
Lovely manners		1
Teamwork		1
Taking part in class discussions		1
Being on task		1
(Homework)		2
Personal to class		
Personal to class		
Personal to class		