



POLICY: BEHAVIOUR MANAGEMENT – REWARDS AND SANCTIONS

Reviewed: August 2019

Rationale

At Foremarke School we have the highest expectations of all our pupils. We provide them with clear guidelines and boundaries to ensure that they are able to fulfil their own potential and ensure that the learning environment of others is calm, productive and undisrupted.

Aim

To create an environment in which all pupils and staff can expect equality of opportunity and treatment, regardless of age, gender, ethnicity or religion. Every member of our school community is entitled to be safe and happy at school.

There are clear expectations of teachers, pupils and parents designed to help us maintain the excellent reputation of the school. Positive pupil behaviour is supported through the Pastoral System, the House System, the Parent Handbook and Foremarke's 'CARE' code.

Our aim is for all children to learn to take responsibility for their own behaviour and to become independent learners. Our emphasis is on positive praise that reinforces good behaviour, manners and hard work. This praise can be informal and formal, in public and private, to individuals and groups.

The house system and the awarding of house points and merits (see Appendix B) are pivotal in developing a sense of community, achievement and pride. It is crucial that house points be awarded on merit and not devalued by indiscriminate distribution.

Please see separate policy on Behaviour Management - Positive Handling.

Foundation School - Rewards and Sanctions:

Rewards

- **Star of the Week** certificate is awarded for effort and behaviour each week. One child from each class takes home the class animal/toy. This is given out to the children one per class, per week and is awarded in the Foundation School assembly.
- **Sticker charts** – Within Reception each child has their own sticker chart. Stickers are awarded for good behaviour and outstanding work.
- **Do Bees** - A set of 'Do Bees' is displayed in each classroom and is used across all classes within the Foundation School. The 'Do Bees' are used for rewarding positive behaviour and raising awareness of undesirable behaviour. The child's name starts on a happy bee each day and they can aspire to move to the 'Queen Bee' for outstanding behaviour. Upon reaching the 'Queen Bee' the children will be rewarded with a new sticker for their sticker chart.

Sanctions

- **Do Bees** – As well as rewarding positive behaviour the 'Do Bees' are also used to highlight unacceptable behaviour. If a child has to be consistently warned by a teacher for a persistent misdemeanour, the child is asked to put his/her name on the warning bee. If the child's behaviour continues to be unacceptable then the teacher will ask the child to put their name on the sad bee and will be issued with a time out to think about what they have done. The parents will be informed if this happens. The child has the ability to move their name back to the happy bee during the day. At the end of the day the child's name will be moved to the happy bee ready to start a new day.

Lower School (Years 1&2) - Rewards and Sanctions:

Rewards

It is our intention to encourage good behaviour through positive encouragement and rewards. We have high expectations of children and expect them to be well behaved and to work hard at all times.

Pupils may receive House Points for good work and behaviour deemed to be over and above the expected norm. These house points are recorded by the Class Teacher and collated weekly towards house totals. Pupils will also receive bronze, silver and gold badges then the final Headmistress Award for reaching 25, 50 and 100 and 200 house points respectively. Bronze badges and Headmistress Awards will be presented in assembly with parents invited to attend. Silver and Gold badges will be awarded by the Head of House.

Rewards will also include:

- Verbal praise, comments to children, immediate positive feedback
- Positive written comments in workbooks, prep diary and on reports
- Stars, stickers, stamps, smiley faces
- Being selected to do special tasks or errands
- Approval shown in the form of prizes and certificates
- Certificates presented by the Headmistress in assembly
- Award of House Points leading to House badges (bronze, silver and gold)
- Public recognition from beyond Lower School (for example photographs on display, report in newspaper, a mention in the newsletter)

Sanctions

Will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding pupils to learn more appropriate behaviour and an acceptance of responsibility for their actions. When a sanction is given, it is particularly important that the teacher ensures the child clearly understands the reason behind the sanction.

Sanctions may include:

- A look to show disapproval
- Verbal warning and reminder of the school rules
- Speaking privately to the child or in front of peers
- Asking a child to sit on their own for a short period of time
- Missed play at break
- Apologising for their actions
- Being sent to the Head of Year and a warning given (recorded)
- Informing parents, Assistant Head (Pastoral) or Headmistress. In such cases, a record of the behaviour must be kept.



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Traffic Light System

In all Year 1 and 2 classrooms a traffic light system is used as a behaviour management tool. In each class a traffic light is clearly displayed with each child's name on green. If a child is not behaving appropriately after verbal reminders they will move their name onto amber as a warning to change their behaviour. If the inappropriate behaviour persists they move their name to red and will miss the next playtime as a sanction (recorded).

Behaviour Chart (recorded)

If a child is consistently exhibiting negative behaviour, a behaviour chart is used for a period specified by the form teacher. For each day they need to earn three smiley faces from their teachers for good behaviour to receive a sticker on the chart. A mutually agreed reward can be decided, in consultation with the parents, to motivate the child towards achieving better behaviour. The Head of Year must be involved in the implementation of Behaviour Charts.

Expectations

Children are expected to move sensibly around the school and grounds, and should be aware of staff expectations of acceptable behaviour, particularly in the play areas. Incidents of misbehaviour will be communicated to the Class Teacher, Head of Year, and Assistant Head Pastoral.

Partnership with Parents

A positive partnership with parents will be promoted. Parents will be informed of any significant change in a child's behaviour or attitude and parents will be encouraged to be actively involved in devising strategies to manage unacceptable behaviour.

Middle/Upper School (Years 3-8) - Rewards and Sanctions:

Rewards

Rewards in Middle and Upper School are linked to the House Point system, though a merit and demerit system contributes to the acquisition of House Points.

Merits, like House Points, will be awarded for exceeding the normal expectations in terms of attitude to work, manners, conduct and behaviour.

5 merits = 1 house point

It is the responsibility of the pupils to record their own merit totals and to share these with the teacher to convert to House Points. A single House Point may be awarded by a Head of House, Head of Year or member of SMT in extraordinary circumstances, whereby a pupil has gone above and beyond what is normally expected.

The award for achieving milestone house point numbers in Years 3-8 takes the form of a badge.

Merit – 25

Achievement – 50

Excellence – 100

Commendation – 200

At the end of each term, the total number of house points achieved for each house will be collated. The largest total will result in a winning house for the term. They will receive the Termly House Cup and with this the kudos of being the 'best House' until the end of the following term. This winning house will also be rewarded through an extra Headmistress's Playtime and/or another special treat.

The House Point Trophy is awarded at prize giving to the House that has accumulated the most points over the course of the academic year.

Sanctions

When a sanction is deemed appropriate the overarching principle to be followed is that the sanction applied should be swift but considered, appropriate and proportionate.

Level 1. Low-level offences – Things children may do on a daily basis.

The first level of response to managing inappropriate behaviour is a verbal warning by the member of staff. Children are always given the opportunity to redeem themselves as quickly as possible.

Level 2: Demerit – For a single act of unacceptable behaviour, conduct or effort at school, while representing the school or in relation to homework activities.

The Demerit can be issued by the Head of House, Head of Year or member of SMT, who will take into consideration the circumstances and the previous record of conduct of the pupil involved. The form or

specialist teacher may begin the process by referring the pupil directly to the Head of Year or by contacting them themselves.

Level 3. Referral to Assistant Head Pastoral – Any single act of sufficiently bad behaviour (or persistent lower level offences despite intervention at levels 1 and 2).

An SLT referral is given for serious one-off offences such as a deliberate and knowing breach of the Foremarke Code, blatant rudeness or insolence to staff, aggressive behaviour towards another pupil, interfering with other people's property, dangerous behaviour, lying, cheating, stealing, the use of foul language and vandalism.

A referral will also be given for the receipt of three demerits in the duration of one term.

A referral will always result in an interview with the Head of Year and Assistant Head Pastoral. The Head of Year will send a copy of this and the interview record complete with pupil targets and agreement to the pupil's parents. They in turn can request a meeting to discuss the offence with the Head of Year, Assistant Head Pastoral or form teacher concerned should they wish to.

Level 4. Headmistress's Referral

Given for the most serious one-off offences, such as aggressive or violent behaviour towards an adult or gross disobedience. After consultation with the staff, the form teacher and the Head of Year concerned, the Headmistress will interview the child concerning the offence to decide the way forward for the pupil. Parents will be consulted and a plan/contract drawn up for the future on an individual basis.

Level 5. Suspension and Expulsion

The Headmistress reserves the right to suspend or expel pupils guilty of gross misconduct or very serious breaches of the Foremarke Code that put any member of the community (including the offender) in danger of harm. Examples include the use of illegal drugs, knowing sexual misconduct, violence and deliberate law breaking. Such issues may also be referred to the police.

Suspension or expulsion will also be considered for pupils who are referred to SLT regularly and who are not able to modify their behaviour regardless of support from the school. Such situations are rare and suspension or, following that, expulsion would be very much a last resort after all other strategies had failed. In such circumstances parents will be consulted and the welfare of the child concerned will be carefully considered. However it is to be remembered that the safety, health and well being of the larger school community are paramount in such circumstances.

Right of Appeal

If a pupil or parent wishes to question the appropriateness of an issued sanction they are entitled to raise their concern in writing via the following chain: Form Teacher, Head of Year and Assistant Head Pastoral. The school's Concerns and Complaints policy should then be followed.



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Other Measures

Every pupil must be treated as an individual and whilst it is understood that sanctions must be fair they must also be appropriate to the needs of the pupil. What works for one does not necessarily work for another and individual circumstances must be taken in to account when issuing sanctions.

It is hoped that the result of any sanction issued will be improved behaviour and some pupils will respond to monitoring of their behaviour rather than an admonishment of poor behaviour. In such cases a Report Card may be issued. The aim of a report card is to encourage a child to maintain their focus in lessons or during break time. Teachers must comment upon the pupil's behaviour in each lesson or break time and the card must be shown to the form teacher at the end of each day. The parents will be informed of the report card.

Bullying will be dealt with according to the Anti-Bullying policy.

In line with the whole school, the Middle/Upper School does not administer corporal punishment and staff do not threaten the use of corporal punishment.

Control and implementation of these rewards and sanctions must be consistent from all class teachers and be applied to all children not only those directly in their care.

Next Review Date: August 2020

Appendix A - Middle/Upper School (Years 3-8)

Examples of misbehaviour at levels 1, 2, 3 and subsequent sanctions.

Level 1 - Verbal Warning Things that children may do on a daily basis:	Level 2 - Demerit Things considered unacceptable which may arise from time to time:	Level 3 - Assistant Head Referral Any single act of sufficiently bad behaviour (or persistent lower level misdemeanours).
<ul style="list-style-type: none"> ● Poor standard of work (due to lack of effort) ● Failure to complete prep ● Incorrect uniform ● Untidy appearance ● Noisy or unruly behaviour ● Low level lesson disruption ● Running in the buildings ● Not equipped for lessons/PE 	<ul style="list-style-type: none"> ● Persistent poor standard of work (due to lack of effort) ● Persistent failure to do prep ● Continual disruption to lessons ● Insolence, rudeness or disobedience. ● Continued lower level misdemeanours despite previous level 1 interventions ● Aggression towards others ● Unkindness towards other children 	<ul style="list-style-type: none"> ● Wilful damage to classrooms or property ● Severe aggression towards others ● Blatant refusal to cooperate ● Stealing ● Leaving the school site without permission ● Inappropriate use of ICT/internet ● Truancy ● Deliberate action that puts the Health and Safety of the School Community in jeopardy ● Three written reflections in one term
Sanctions <ul style="list-style-type: none"> ● Teacher speaks to child and warns about future conduct. ● Possible loss of privilege/time ● Parent may be informed if deemed appropriate (recorded) 	Sanctions <ul style="list-style-type: none"> ● Pupil to complete a Written Reflection Sheet which is then returned to class teacher who records on Engage ● Demerit ● Parents informed by HOY – possible meeting ● Community service may be applied at this stage. 	Sanctions <ul style="list-style-type: none"> ● Parent meeting leading to agreed action as deemed appropriate by the HOY / AH Pastoral



Appendix B

HOUSE POINTS

ACADEMIC HOUSE POINTS:

Academic house points are awarded for excellence or effort within the academic timetable; including homework. They are awarded by all teachers who have the benefit of knowing the history of pupils' academic pursuits in that particular subject. This allows for teachers to make subjective decisions.

1 house point can be awarded for specific reasons such as a well written/executed piece of work; for a pupil demonstrating a sound work ethic; improvement over a period of time; for an exceptional piece of homework or topic work or for clear evidence of extra effort shown.

House points are indicated in pupil's exercise books by a bold '1 HP' circled in red pen, and through a sticker or a square being coloured in on the class House Point Chart under the individual child's name. It is up to the child to inform their parent that they have been awarded a house point and the parent can then ascertain the reason why.

Within PE, games and swimming; house points will be awarded for children showing an excellent attitude and approach towards the lesson; performing at a level that exceeds expectations. One house point can be awarded for specific reasons such as the constant use of the CARE code within lessons; application of learning through demonstrating learnt skills within a competitive situation; conveying sportsmanship, independence and leadership skills on a regular basis.

BEHAVIOURAL HOUSE POINTS:

House points are also awarded for good behaviour in school. The accepted norm for good behaviour is based on courtesy, good manners, common sense and sound values, as taught at home and in school. At Foremarke, we firmly believe that good behaviour is a partnership between school and home.

Pupils are expected to adhere to the school's expected norm for behaviour. Staff accept responsibility for maintaining good behaviour throughout the school, and promote the values of honesty, fairness and respect for others. Pupils develop self-discipline and self-control, and develop the ability to resolve conflict in a rational way.

House points can be awarded when a child displays a behaviour that is considered to be above the norm and therefore reinforces a child's personal and emotional behaviour development.