



BEHAVIOUR, REWARDS & SANCTIONS POLICY

RGS The Grange
September 2022

Wendy Wreghitt, Deputy. Head

RGS THE GRANGE BEHAVIOUR, REWARDS & SANCTIONS POLICY

RGS The Grange has high expectations of all pupils. The purpose of the Behaviour, Rewards & Sanctions policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere for a successful and happy school. At RGS The Grange we believe that courtesy, cooperation and common sense are important aspects of a child's education and development. We aim to provide a friendly, caring, calm and orderly environment where children can enjoy learning and to recognize and reward good behaviour appropriately.

Principles

- To inculcate in each pupil an awareness of, and a respect for, the needs of others.
- Each pupil should recognise the need to act responsibly and to be self-disciplined, remembering that he or she is part of a community.
- To promote a respect for authority.
- To create an atmosphere in which learning can take place.
- The aims will be met by a variety of means including assemblies and the PSHE programme. In addition the ethos of the school, the day to day relationships between staff and pupils and the example set by staff are an integral part of promoting good behaviour.

Aims

- To create a positive and safe environment for learning.
- To promote a culture based on achievement, care and support.
- To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions in order to avoid and resist racism.
- To enable pupils to work in an atmosphere of security, respect and trust.
- To establish an ordered and purposeful atmosphere in all classrooms.
- To recognise and reward good behaviour.
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- To promote an understanding of boundaries for behaviour which construct rather than crush and allow individuality within an orderly environment.

Objectives

- All staff have a common responsibility for maintaining good behaviour.
- Pupils are expected to be honest, considerate, and tolerant and to take pride in their appearance and work.
- Parents are expected to support the school in all matters of behaviour by encouraging their children to have a positive attitude towards the standards and ethos of the school and to develop good practice in all situations.
- Establish a system of rewards, sanctions and support that is understood by everyone.
- Ensure that rewards and sanctions are applied consistently by everyone.
- Ensure that all pupils have the opportunity to achieve their potential in a culture

where praise and achievement are valued.

Recording of Rewards and Sanctions

All rewards and sanctions issued by a member of staff should be recorded in the appropriate place. (See below). This will either be electronically (iSAMS) and/or in the Homework Diary depending on which section of the school. Records of all our rewards and sanctions are reviewed by the Deputy Head (Pastoral), Heads of Section and/or Form Teachers at regular intervals.

EARLY YEARS FOUNDATION STAGE

At RGS The Grange we use the Jenny Mosley model of Golden Rules to enhance self-esteem and positive behaviour and relationships within the school. There are several benefits to this approach:

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviours.
- It ensures that children who are normally 'good' are continually acknowledged and rewarded.

For our very youngest pupils we start with three basic Golden rules

- We like to walk quietly around the school
- We always listen carefully to each other
- We are always kind and helpful to each other
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As the children get a little older we introduce the full set of six Golden Rules

- Do be gentle – Do not hurt anybody
- Do be kind and helpful – Do not hurt people's feelings
- Do work hard – Do not waste your or other people's time
- Do look after property – Do not waste or damage things
- Do listen to people – Do not interrupt
- Do be honest – Do not cover up the truth

These rules are displayed in the classroom and these, along with any other instructions, are presented using pictures as reminders as far as possible. Pre-School and Reception classes are awarded stickers for good work, effort or behaviour which the children wear on their jumper or shirt. In the Reception year we prepare the children for the Golden Time system that is introduced in Year One. Behaviour is monitored over each day (instead of over a full week) and children try to earn a Wise Owl each day.

We are positive with our instructions, reminding children frequently, in a friendly manner, of appropriate behaviour. We believe that praise for good behaviour and positive reinforcement are very important. On the other hand, inappropriate behaviour should be explained to the child in a firm but sensitive manner. Often it may be helpful to withdraw the child from the activity or situation for a short period.

Once a week we have a short 'Celebrating Success' assembly which is an opportunity for all the staff and children in the both EYFS and Pre-Prep to meet together and share good work or behaviour that has occurred during the week. Staff are encouraged to reward 'Celebrating Success' to children who have demonstrated the School's Learning Characteristics/ 'Buzz Words'.

All behaviour matters relating to the Early Years Foundation Stage are the responsibility of Deputy Head and the Pre-School and Nursery Leaders.

YEAR ONE AND TWO

In Years One and Two we continue to work with the Golden Rules introduced in Early Years.

Our Behaviour Management system centres around the zone board system. This is a hierarchical coloured zone system. Displayed in a high profile area of the classroom, accessible to all children:

Gold

Silver

Green

Yellow

Red

The children all have their name on cards. They start the day with their cards in the green zone. Whatever happens during the day the children always have a "new day, new start" and their cards return to green at home time.

Good behaviour is then rewarded with the children moving their names up the zone board into silver and then consequently the gold zone. Classes may have separate rewards for moving into the higher zones. These may include but are not limited to stickers and certificates.

Negative behaviour results in a move down the zone board. Moves down can

happen whichever zone the children are in. If the children end the day in the yellow zone they will miss 5 to 10 minutes of tomorrow's morning break time. If the children end the day in the red zone they will have an appropriate sanction for their behaviour. This could mean missing additional minutes from playtime, lunchtime, being sent to Head of Pre-Pre, Deputy Head Pastoral for reflection on their consequences or a note home to parents.

The children will have the opportunity to correct their behaviour throughout the day. If the child is still in red zone at the end of the day that will usually indicate they have demonstrated persistent negative behaviour.

Children are awarded house points for good work, effort and behaviour. These are collected and totalled on an individual and House basis at the end of every term. Once the children have reached milestones in their house point total they receive a certificate. House points are recorded electronically as well as in the classroom. There will also be awards for the pupil in each year group that gain the most House points throughout the whole year.

Once a week we have a short 'Celebrating Success' assembly which is an opportunity for all the staff and children in the both EYFS and Pre-Prep to meet together and share good work or behaviour that has occurred during the week.

YEARS THREE, FOUR, FIVE & SIX

We expect all pupils to maintain a level of self-discipline appropriate to their age at all times and to be courteous and polite to other pupils and adults alike. Pupils are encouraged to realise that they encounter choices throughout their education and the decision to behave well or badly has appropriate consequences. Our philosophy is that good behaviour should be recognised and rewarded wherever possible and our golden school rule is 'always treat others as you would like to be treated'.

Rewards

The great majority of our pupils work hard and behave well in school. Staff are expected to recognise, comment upon and, where appropriate, reward such good behaviour. Such rewards include:

- Praise from the member of staff
- Written comments in books and on work
- Showing work or sharing achievement with other members of staff
- House points
- Class Merits (Years 5&6)
- Headmaster's Award (certificate)

- Celebrating Success
- Sports

House Points and Community House Tokens

Children are awarded **House Points** for good work, effort and behaviour. These are collected and totaled on an individual and House basis at the end of every term. Once children have reached certain milestones in their House point total, they receive a starred badge in the colour of their House as well as a House certificate - Bronze, Silver and Gold.

Community House Tokens are awarded for any act of kindness, help or anything perceived as thoughtful. The key is that it is an independent thought from the child rather than from a member of staff asking a child to help.

Class Merits (Years 5 and 6)

A class merit is given when a class collectively works or behaves particularly well or achieves some form of class target termly. These are collected by the class teacher and once 30 merits have been reached these are converted to 30 minutes 'free' activity as chosen by the children in consultation with their teacher.

Celebrating Success Assemblies

Every week, a Prep 'Celebrating Success Assembly' takes place. Teachers nominate a child in their class who has achieved something special or who has displayed a particular 'intellectual character' or learning disposition. They are called to the front to be congratulated by either the Headmaster, Deputy Head (Pastoral) or Deputy Head (Academic). The success is displayed on the Celebrating Success board and appears in the weekly newsletter, 'eLink'.

Headmaster's Award

Awarded by the Headmaster for outstanding work or deed performed by the pupil, sometimes by recommendation from a teacher. These are recorded in their Homework Diaries and the pupil will also receive a special certificate in an assembly.

Certificates

Specific certificates of achievement can be issued by any member of staff and given to pupils in an assembly. These can then be added to a pupil's record of achievement. They may be from a variety of sources and of different designs.

Speech Day Achievements for Year Six Pupils

Staff recommend these in accordance with the guidelines for celebrating the achievements of **all** Year Six children.

Children are rewarded for demonstrating our intellectual characteristics and learning dispositions as well as for the more traditional academic and sporting prizes.

Form Captain

Are nominated every half term in Years 1-6. Children have the responsibility of helping the form teacher in a number of different ways

House Captain/Vice Captain

Year 6 children are nominated to take on the role of House Captain and Vice Captain for a period of one term. The responsibility is to coordinate and support the teachers in the running of various House Competitions.

Prefectship

Each Year 6 form takes it in turn to be a School Prefect. In this roll the pupils take on responsibilities with before school activities, breaktime play and setting up the halls for assembly. For the Trinity term, Year 6 pupils apply for the position of a final term prefect. Those pupils who have displayed the necessary qualities of leadership skills will be rewarded with this position. The prefects also help in supervising movement back into school following break and lunch times. Prefects are also used on special school occasions such as special assemblies, Open Days and Prize Days.

Sanctions

In the case of inappropriate behaviour or poor work (in relation to that child's ability) sanctions are delivered through the following system. It is expected that in most cases progress will be through the steps but a pupil may be referred to any step should his/her action merit it.

- Step 1: A verbal warning: for minor misdemeanors e.g. failure to listen to instructions, low level disruption, lateness to lessons, running in corridor, talking in assembly, eating in class/corridors, forgetting diaries/exercise books.

Zone Board

For low level misdemeanours children can be moved down the class 'zone board' to the yellow and red zones. Yellow and red cards may be issued resulting in 5 or 10 minutes off breaktime. Two red cards in a week equals a negative. The children can work their way back up the zone board and each day is a new day.

- Step 2: **Negative** - which is recorded in the homework diary and electronically on iSams. Given for repetition of Step 1 misdemeanours or if step one has failed to have an impact. Continued low level disruption during a lesson or homework. When

a Negative is issued by a member of staff the pupil will automatically lose part or their entire break at the discretion of the member of staff issuing the Negative. If a pupil receives 3 Negatives this will lead to an automatic School Detention.

Years 3 & 4 have a note of the Negative written in the Homework Diary.

Years 5 & 6 are encouraged to inform their parents and discuss the reason.

Step 3a **Report Cards** - It may be appropriate, depending upon the child and the nature of the behaviour/problem, to issue a report card at this stage. Report cards are used if disciplinary or work problems persist and entail a check on the pupil's work, attitude and conduct on a daily basis.

Pupils are on report for a maximum of two weeks at a time for a recurrence of the following:

- Poor behaviour/breaking school rules;
- Poor work/attitude in class;
- Failure to complete homework.

The Report Card should be presented to the pupil's Class Teacher at the end of the school day so that either praise can be given or discussions can be held and improvement strategies determined. The pupil will also meet with the Deputy Head Pastoral at the end of the school week to go through the report. Form teachers should inform parents that their child has been placed on a Report Card, the reason why and they should report back to parents at the end of the 2 week period.

Step 3b: **School Detention** - which is recorded in the homework diary and electronically on iSams. A School Detention may be awarded for any of the following: Disobedience, making unkind remarks, anti social behaviour, answering an adult back, rudeness, aggression towards a fellow pupil including hitting, kicking, pushing biting or spitting, damaging property, hiding/moving others' property, untruthful statements, racist and sexist comments, lying, using inappropriate language/swearing. A School Detention automatically means that the pupil will have to go and see the Deputy Head ~~Pastoral~~ and attend an official detention on a Friday lunchtime at 1.15pm. They will be supervised by the Headmaster in the Board

Room and appropriate work will be set. In some cases it may be appropriate to agree a 'contract of behaviour' with the pupil, with parental involvement. It may also be decided that any bad behaviour or physical abuse conducted by pupils involving sport may result in the Deputy Head ~~Pastoral~~, in conjunction with the Form Teacher and Director of Sport, imposing a school match ban on the pupil. This means that the pupil will not be allowed to represent the school in the next fixture that they have been picked for.

The Deputy Head ~~Pastoral~~ may also decide that an incident warrants an internal suspension (this will mean the pupil will not attend lessons and will spend their time away from other pupils and be based in the library and or Deputy Head's office). If the Deputy Head ~~Pastoral~~ deems the incident needs to be brought to the attention of the Headmaster, Step 4 will take place.

Step 4 Any pupil, who continues to behave inappropriately and to cause concern, should be referred to the Headmaster. He will decide how best to deal with the matter. Options might include meeting with parents, which could result in a temporary or permanent exclusion.

Please note: It is not expected that every one of these steps have always to be followed in order. Clearly it is entirely appropriate for a child to be sent direct to the Headmaster if the behaviour warrants this.

Homework Diary

Reference to unsatisfactory behaviour and/or work can be made in the Homework Diary. Parents are actively encouraged to communicate with staff in this way. In Years 5 & 6 communication will be via email or a meeting with the parents.

Suspension

The Headmaster may use this for persistent offences or other serious offences. This may be internal or external, the Governing Body is informed of all external suspensions and a record is kept with the Deputy Head (~~Pastoral~~)

Expulsion

In extreme cases the Headmaster may take the decision to exclude a pupil from the School. The Governing Body is informed of all expulsions.

No corporal punishment is allowed at RGS The Grange

THIS POLICY APPLIES TO ALL PUPILS, INCLUDING THOSE IN EYFS.

Sponsor: Headmaster

Wendy Wreghitt, ~~Deputy Head Pastoral~~

June 2011

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Reviewed & Amended August 2016, January 2017, [July 2017](#), [August 2019](#)

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Reviewed and Re-endorsed in September 2016 by Chairman of Board of Governors

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