



Rewards & Sanctions Policy

This policy applies to the whole school including the EYFS.

The Headteacher holds the responsibility of ensuring that policies designed to promote good behaviour and discipline on the part of the children are pursued at Oakwood School.

All members of staff are delegated by the Headteacher to take responsibility for ensuring that disciplinary procedures and policy are sensibly followed within the framework of points detailed in this document.

Oakwood's Code of Conduct:

At Oakwood School children are encouraged to follow a code of conduct known as "The Oakwood Way".

The Oakwood Way

We are kind and helpful.

We think about other people's feelings.

We always do our very best.

We look after our own property and everyone else's.

We listen to other people.

We are honest.

We are polite.

Good Conduct:

- is to do with care of the individual; our 'duty of care' as teachers in a school community.
- assists in the day-to-day running of the school.
- promotes a harmonious atmosphere.
- promotes respect for others.
- encourages respect for property and places.
- encourages self improvement.
- makes for a safer and more secure environment.

School Rules are based on common sense principles. The rules include:

- Wearing correct uniform

- Walking when inside the school building and between lessons
- Being courteous
- Moving quietly about the school during lesson time
- Lining up for class in an orderly manner
- Being punctual
- Being quiet in Lyne Hall and the Dining Room
- Lining up sensibly in the lunch queue and showing good manners at lunch
- Treating others 'as you would like to be treated yourself'
- Respecting people and property
- Keeping to designated bounds outside in the school grounds
- Behaving sensibly and acting responsibly on any school trips and residential visits.

Principles

Fairness and Consistency

Rewards and sanctions should be appropriate and clearly identifiable; known by the whole school community.

We must be consistent, individually and corporately. As with the pupils, we, as individual members of staff, are all unique and will inevitably deal with matters of discipline in our own way. It is hoped, however, that the guidance contained within this document will help to ensure a consistency that will be identifiable to our pupils so that they are able to live their day-to-day lives without confusion, as happy and confident members of the community.

Sanctions follow on from transgressions which indicate a kind of failure in the breakdown of systems or communication. Our discipline policy should be based on success not failure. This underlines the importance of our house point system which rewards and praises. All sanctions, therefore, are seen within the context of this positive disciplinary code.

Vigilance

Staff must be careful to ensure that our stated practices and policies are adhered to.

Staff should not ignore opportunities to praise or reward children, nor should we ignore situations where children need to be spoken to for negative behaviour.

Where appropriate, contact with children over a disciplinary matter should be followed up.

Differentiation

Although staff must seek to be consistent, we must also remember the uniqueness of each individual. Our approach and response should show recognition of this fact.

Attitude/Approach

All staff recognise that disciplinary responsibility is part of our professional duty. We should embrace this duty as part of our vocation to help and educate the 'whole' child.

All staff should be positive. Avoid “don’t” or phrases like “do it because I say so”. This teaches a child nothing. Be prepared to explain.

All staff should avoid confrontations, loss of temper, raised voices or any form of physical or verbal intimidation.

All staff should give children a chance. They (we!) all make mistakes, sometimes by accident, without being able to help it, and sometimes deliberately. Children must always know that there is a ‘way out’ and a way in which they can redeem themselves.

All staff, when on duty, should know what is happening (e.g. where pupils of note are playing, and where any misbehaviour could be arising). Staff must effectively cover the area they are supervising and communicate with the children, be interested in what they say and do.

When a child is in need of reprimand or sanction, they should be fully involved in the process. Children should be asked to account for their actions (recognition of fault) and share in discussions about appropriate sanctions or ways forward so that they recognise the need for making amends. In this way, they will learn from their mistakes and will not be resentful or feel unjustly treated.

Practice

Classroom

Staff must each primarily be responsible for their own discipline in the classroom and this must be based on a mutual recognition between teacher and children as to what the expectations are within a lesson, in line with the school’s Behaviour Management policy and procedures, using verbal warnings, warning triangles and notes in planners.

Effective discipline within the classroom is dependent on developing good communication and relationships with children. Time needs to be taken to develop these relationships in the context of the teaching/learning environment.

Discipline issues in Pre-Prep are dealt with firmly but fairly. Class teachers are responsible for discipline within their setting; issues that arise in the playground and with other members of staff, will be dealt with by the staff member concerned, who will, inform the class teacher and Assistant Head (Head of Pre-Prep).

Promoting Good Behaviour: Rewards

Prep School

In the Prep School we will reward good and improved behaviour through praise, House Points, positive comments in their Pupil Planners and class awards. We will discuss behavioural issues during Circle Time, PSHE and during assemblies we will refer on a regular basis to “The Oakwood Way”. Prep School pupils can be awarded Credit Awards for outstanding work, behaviour and effort, being rewarded with Credit stickers by the Headteacher and receiving a certificate in Friday Assembly. The VIP Scheme rewards individuality and celebrates individuals as well as providing a form captain for the week. In

Years 3-6, the 'Acorns to Oaks' Leadership Scheme gives pupils rewards for showing leadership.

Pre-Prep and EYFS

In Pre-Prep we will reward good and improved behaviour through praise, the Star Badge system, smiley faces, sticker charts and positive comments in their Home Books/Reading Record Books, House Points and Golden Time. The children in Pre-Prep and EYFS do not have individual house point targets. We will discuss behavioural issues during Circle Time, PSHE and during assemblies we will refer on a regular basis to "The Oakwood Way". Pre-Prep pupils can be awarded Credit Awards for outstanding work, behaviour or effort, being rewarded with Credit stickers by the Headteacher and receiving a certificate in Friday Assembly. 2 x form captains are chosen each week to represent the class and act as class role models. House Captains are chosen in Year 2 to lead the Pre-Prep and help in assembly and at breaktimes.

House Points

House points should be used as our main positive system of rewards. We must recognise the good things that the children do as often as possible and ensure that they feel valued as members of the school community.

House Points are awarded for a wide range of positives, including:

- good progress
- good standards of achievement
- helpfulness
- good manners
- other thoughtful behaviour

In general, only one house point is awarded for any individual situation. Children need to know when they have been awarded a house point.

In the **Pre-Prep** and **EYFS** individual pupils will be given a house token to put in their house pot. Totals will be counted each week and added to the term's total for each house.

In the **Prep School** each pupil will have an individual personal weekly house point target; their house points and targets will be recorded in their Pupil Planners; the Form Tutors then transfer weekly totals onto the computerised House Point System on the Staff Server under "House Points".

Children should be encouraged to recognise house points as important, both on an individual level but also in contributing to the cumulative house point total for their 'House'.

The houses are **Avenue, School, Summersdale** and **Wilsey Down**. House points earned go towards a weekly and an end of term total. Results are announced weekly at Friday morning assembly. Merit certificates are awarded to appropriate children who reach their House Point weekly target in their forms each week. The House Point cup is awarded to the winning "House of the Week". Year 5 and 6 earn merit badges for every 10 merit certificates they earn, presented in Friday Assemblies and Year 2 – Year 4 merit awards contribute towards their 'Passport to Prep' awards at the end of the academic year.

Credits

These can be given for outstanding work or behaviour over and above what is required and/or over a period of time. One credit is worth five house points and it is recorded in the Pupil Planner or Reading Record with a relevant comment written by the teacher. Credit Awards are presented to appropriate children at a Friday morning assembly. Pre-Prep pupils can earn credits also.

House points are accumulated at the end of each term and the House with the most House Points celebrates its' success with a special "House Tea".

At the end of the school year, the House that has achieved the highest total number of House Points over the three school terms is awarded a Day Trip out to an exciting venue where the children can participate, enjoy and celebrate the success of their House.

Additional Year Group and Class Reward Initiatives for the Pre-Prep including EYFS and Prep School

In addition to House points individual classes and year group teachers organise in conjunction with their pupils additional rewards to recognise and share positive behaviour. These can include Golden Time and or an Individual of the week; this may be on displayed in a Form room. Positive comments on behaviour and good work are written and initialled by the teacher in the Pupil Planner

Oakwood Tree 'Unprompted Acts of Kindness' Whole School

If a child in either the Pre-Prep including EYFS or Prep School performs an act of extreme kindness or shows themselves to be an excellent citizen, they can be invited to record the recognition of their achievement by placing a gold leaf on the Oakwood Tree in Lyne Hall.

Displays

Displays are regularly updated demonstrating work of which pupils are proud.

Friday Flyer

Pupils are congratulated for particular achievements, competitions etc.

Star Badge and Friday Assemblies

Star Badges are awarded to Pre-Prep pupils including EYFS in a special Thursday Star Badge Assembly and then badge winners are invited up on stage on Fridays to take a bow in front of parents, fellow pupils and staff.

Announcements of achievement both academic and sporting, including artistic, musical and dramatic are announced in our Friday assembly including ones achieved in school and those achieved out of school.

The 'golden broom' is presented to a class that is exceptionally tidy or has exciting new displays.

End of Term

Three pupils from each form are presented with achievement, effort and courtesy prizes of book vouchers. Sports Colours are also awarded at the end of each appropriate term- blue red or gold.

End of Year – Speech Day

Speech Day is a ceremony to celebrate the achievements of the pupils and school over the year. There is a presentation of awards to all age groups for outstanding academic, musical, sporting, artistic and dramatic achievement.

Reacting to Poor Behaviour: Sanctions

Prep School

The sanctions should be sequential. (See separate policy on Behaviour Management)

First time: verbal warning – explain what the pupil needs to change about their behaviour.

Second time: repeat warning and give yellow warning triangle.

Third time: comment to describe behaviour is written in Pupil Planner and signed by teacher for Form tutor and parent to see and recorded in minor incidents folder on the school server. Any further disruption – a child is sent to the office to get a member of SLT. Pupils should start a fresh at the beginning of each lesson. Consideration should be given to keeping the pupils motivated and subsequent positive behaviour rewarded. If they reach the ultimate sanction they move onto the next stage.

If a pupil reaches part 3 or 4, the teacher must be record the incident on the school's MIS (management information system) so all staff are informed and patterns of negative behaviour spotted.

Poor behaviour could be bad manners, leaving things untidily, disobedience, calling out repeatedly, not having the correct equipment or for not completing homework without a reasonable explanation.

A 'Reflection' may be given for an action or behaviour that staff feel is dangerous or does not meet with the Oakwood Way. A reflection gives pupils time to reflect on their actions, to think about how they could have acted differently but also as a sanction where they will miss a morning break. Reflections can be run by the HPC, Deputy Head or a form teacher.

In each teaching room there is a behaviour sanctions poster and a warning triangle. These may be used by individual teachers and responsible adults as a visual warning used simultaneously with the verbal warning to reiterate positive behaviour.

The benefit of an effective sanctions policy should be to encourage consistency in addressing incidents of unacceptable behaviour or poor standards of work. Therefore in discussions with the pupil or pupils we should:

- Check that the pupil understands what she or he is in trouble for by discussing what has happened with them.
- Establish she or he knows that their behaviour is unacceptable
- Discuss with the pupil the effect that the behaviour has on others
- Ask why the pupil is behaving that way
- Suggest strategies for avoiding the same situation in the future
- Encourage them to think of or offer some alternative strategies in order to avoid a repetition of the unacceptable behaviour.

Pupil's who receive two or more behaviour comments in their homework diary within one week, will be spoken to by the Head of Pastoral Care and a staff representative from the child's "House".

Head of Pastoral Care

The Head of Pastoral Care will be contacted concerning any persistent inappropriate behaviour. At this stage the Head of Pastoral Care may set an appropriate punishment or may decide to refer the matter to the Assistant Head or Headteacher.

The Head of Pastoral Care and Assistant Head (Head of Pre-Prep) can implement the following stages:

Stage 1

Discussion/investigation of incidents leading up to this, explanation of what will happen next.

Stage 2

Pupil will lose a further privilege, eg. miss a school match or break times for a set period of time. Sanctions should always have a set period with a review. They should not be open ended.

Stage 3

Parents are contacted explaining about the concerns. Further discussion with the pupils and consideration of strategies to avoid further incidents.

Stage 4

Pupil might be placed on a daily or weekly focus/target card. This is done during a meeting with the parents, pupil and class teacher where possible. The card is completed by each teacher with effort grades 1-4.

The pupil is seen on Friday afternoon by the Head of Pastoral Care or Assistant Head (Head of Pre-Prep) to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour.

A review date is set with parents. Support may be sought and agencies informed as appropriate.

Any incidents that are particularly serious can be and should be reported immediately to the Head of Pastoral Care or AH (HPP) and recorded on MIS (3Sys).

Interviewing Pupils for Disciplinary Matters

This should always take place with the knowledge of another member of staff and, where possible and appropriate, in the presence of a third party. Discussions should take place with a sensible space between the pupil and staff member and, if possible and appropriate, with an open door so that others are aware the discussion is taking place. Always exercise utmost care regarding private interviewing of pupil.

Pre-Prep including EYFS

In Pre-Prep, most problems can be addressed with a simple reprimand, but if the misdemeanour is repeated after a warning, or is of a more serious nature, there will be loss of a privilege, possibly part of a playtime and, nearer the end of the week, Golden Time.

For repeated bad behaviour during a lesson, children from Reception upwards may be brought to the Assistant Head (Head of Pre-Prep)'s office, where they will be asked to sit quietly and reflect on their behaviour for five minutes.

If the child is a persistent offender or is caught swearing, spitting, biting or bullying, the Assistant Head (Head of Pre-Prep) will speak to them to emphasise the seriousness of the matter. If she feels it necessary, they will be seen by the Headteacher.

Most discipline issues are of a minor nature and parents will not always be told. Each day should start on a positive note, with a fresh start. However, in some cases parents do need to be informed and a strategy discussed and put in place between parents and staff, with regular updates.

People

The different natures of peer groups can often throw up 'powerful' individuals who, sometimes through no fault of their own, impose positive or negative influences on their peer group.

Peer group influences can be strong, so the right guidance needs to be given to create a contented environment that allows each pupil to develop their own unique characteristics and to feel happy. This will be partially achieved through our Jigsaw PSHE programme, but, more importantly, it will be achieved through our ongoing communication with the pupils on all matters – academic, social, emotional and spiritual.

Staff need to be aware of troubled children and communicate any concerns. The emotional effects of key incidents at home or at school cannot be over-emphasised. Individuals deal with and react to incidents in their own way. Staff need to be aware of this and of the need to be prepared to offer the right level of sensitive support.

It would be of great benefit to the school if parents could let appropriate members of staff know of anything that may be affecting their child.

Staff (and parents) should avoid the temptation to label children as a result of repeated incidents of ill discipline. There will be a danger here that these children will label themselves in a negative way, giving them increasingly low self-esteem and making it all the more difficult to get 'back on track'.

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