

GREAT OAKS SMALL SCHOOL

SAFEGUARDING COMMUNITIES EMBRACING DIFFERENCE UNLOCKING POTENTIAL

REWARD AND SANCTION POLICY

2017 - 2019

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Date Agreed: December 2017

Date of Next Review: December 2019

REWARD AND SANCTION POLICY

At Great Oaks Small School all staff will maintain a consistent approach towards behaviour management and will adopt procedures and practices that will help our students learn how to behave appropriately, and the staff will provide good examples of behaviour in their communications with adults, children and young people.

All Staff

- Must treat all students equally, irrespective of gender, race or religion
- Must be aware of home background, culture, race and language when issuing sanctions
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- Have a responsibility to model the type of behaviour that is felt to be acceptable and act as role models
- Will follow the school rules consistently
- Will be alert to signs of bullying and racial and sexual harassment, dealing with it firmly and ensuring that the Head Teacher/Senior Leadership Team (SLT) are alerted to such problems
- Will deal sensitively with students in distress, will listen to them and deal with any incident, appropriately
- Will support each other in maintaining good classroom management and show sensitivity to others' needs, differences and self-esteem. Promoting self-esteem is considered to be an important element in establishing good behaviour.
- Recognise the student's achievements, academic or otherwise
- Ensure that rewards are accessible to all students
- Acknowledge achievements and foster a sense of community in the weekly Smart School Council
- Encourage students to share their achievement with the Head Teacher, their parents/carers and other students
- Display examples of students' work and achievements in the classrooms and around the school, to a high standard

Everyone is encouraged to feel a sense of ownership for the school and grounds, ensuring they take care of the school premises and property:

- The building is expected to be kept clean and tidy
- The grounds are expected to be kept litter free and well maintained
- The students are encouraged to take care with school equipment
- The students are encouraged to maintain a clean and tidy environment
- Any damage or graffiti is addressed promptly

REWARD AND SANCTION POLICY

Rewards

It has long been established that the most effective way of enabling students to behave appropriately is by positive reinforcement. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Students should always be praised for good and considerate behaviour. This noted it is recognised that not all students are ready to receive praise from others and as such strategies are used accordingly.

Praise will be given by:

- Frequent use of encouraging language and gesture
- Class teachers acknowledging a student's willingness to behave well or work hard by awarding achievement points
- Showing good work to the Head Teacher and other members of staff who will give achievement points
- Staff sharing with parents the student's achievement and good behaviour through reports in person, via the telephone or through email
- **The Points System**
 - Rewarding students each week, at the end of term and end of the academic year, through the school's certificate and achievement House Point System.
 - Certificates for achievement points are awarded under the School's 3 main aims:
 - Safeguarding Communities
 - Embracing Difference
 - Unlocking Potential
 - Accumulated points result in highly prized certificates:
 - Bronze=150 points
 - Silver=350 points
 - Gold=650 points
 - Platinum=1000 points
 - At the end of the school year, the three students with the most points overall receive an achievement voucher each.
 - At two termly intervals, attendance awards will be given for students with 96% or above. Also, students who have shown great improvement in their attendance.
 - We will reward those students who have managed 100% attendance throughout the whole academic year with a voucher.

Strategies used for students not ready to accept praise:

- Subtle self-awareness/self-worth teaching and learning on a daily level

REWARD AND SANCTION POLICY

- Learning of social norms through indirect teaching and learning
- Achievements are shared with parent/carers, as appropriate
- Letters of achievement are posted to students and or parent/carers, as appropriate

Behaviour log

At Great Oaks Small School we have a robust priority system to ensure behaviour issues are identified and strategies implemented in a timely manner. They are monitored as required: daily, weekly and/or termly, as appropriate in addition to annual analysis and review.

The collation of appropriate and inappropriate behaviours are carried out by the SENCo weekly and at the end of terms 2, 4 and 6, whereupon the Senior Leadership Team analyse trends of behaviour and are shared with student, staff and parents.

Great Oaks Small School ensures any behaviour issue is easy to report for students, staff and parent/carers. We do this through easy to follow posters, displayed in the school, with additional copies emailed/posted to parent/carers and accessible on the school website.

A Red/Amber/Green (RAG) System is applied and collated by the SENCo. The Senior Leadership Team analyses results of individual students in addition to monitoring progress across the School, reviewing behaviour systems accordingly.

Behaviour Log is used to record both the individual and whole school progress of students:

Antecedent, Behaviour, Consequences (ABC) Log:

- Green – improved outcome
- Amber – some modification to consequences needed
- Red – further action required either within or external to school

The Behaviour Log is founded upon the ABC system i.e. antecedent, behaviour and consequence approach.

The behaviour is exhibited by the student, observed/heard by staff, and appropriate actions are taken by staff, a record of which is logged into SIMS, accompanied by a detailed report, as appropriate. The antecedent of the behaviour is analysed by the member(s) of staff and reported by staff to Senior Leaders and further discussed at Senior Leader meetings whereupon feedback is given to all staff, student and parent/carers, as appropriate.

REWARD AND SANCTION POLICY

All students' appropriate behaviour is logged in the form of points; different types of behaviour have different point values e.g. 1-5 expected-outstanding.

Sanctions

Disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the students and the school community. Sanctions are recorded to enable monitoring and must never be used to humiliate the child/young person. They are designed in such a way that the children learn from their mistakes and learn to understand the consequences of their actions.

All staff have access to the schools SIMS programme, at levels according to their role and record all behavioural incidents, this gives the student, parents/carers and staff a full picture of the students' progress.

Great Oaks Small School ensures that all sanctions are fair and proportionate to the circumstances and the case. Account will be taken of the students' individual needs and circumstances when applying the schools sanctions policy; for example:

- special educational needs and disability
- language and cultural differences which could be wrongly perceived as insolence
- students current circumstances (home/school)

The school's range of sanctions is listed below. However, it should be borne in mind that the school's positive expectations of students place a strong emphasis on encouragement and expecting positive and co-operative behaviour; the co-operation of parents/carers will be sought to modify poor behaviour.

The aim is for Great Oaks Small School students to live and work in a happy, friendly and courteous atmosphere. The discipline of the school is intended to support students so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Sanctions will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a student.

Informal Sanctions

These are generally those applied by the class teacher as part of their everyday strategies for promoting positive behaviour and maintaining a climate conducive to effective learning:

REWARD AND SANCTION POLICY

- Non-verbal cues such as a grimace (for those that understand), 'thumbs-down sign or other discouraging gestures, as agreed with the student;
- Withdrawing attention/planned ignoring;
- Selective attention provided to peers;
- A reminder of expectations;
- A reminder of the potential consequence if behaviour continues, as appropriate;
- Providing space for a brief period of 'time-out' - within class;
- Providing the opportunity for immediate reparation;

Formal Sanctions

These are generally applied by the class teacher when the student has failed to respond to the informal sanctions above and an escalation to more serious behaviour cannot be circumvented:

- Requesting the provision of a brief period of formal 'time-out' – outside of the class to participate in a cooling down activity e.g. by walking around the garden, sitting in the quiet room or learning in the Learning Zone for an agreed or monitored amount of time;
- Inviting the physical presence of a senior colleague
- Contacting parent/carers to inform of misbehaviour at an appropriate time (checking appropriateness with Senior Leaders);
- Withdrawal from participation in a planned in or out of school activity where health and safety concerns dictate (pending teacher/SENCo consultation);
- Requesting a student continues their learning in the 'Learning Zone';
- Making representation for a student to move class groups;
- Exclusion from school; (See schools policy on exclusion).

Data pertaining to the use of rewards and sanctions is monitored by Senior Leaders who analyse patterns/trends. Where patterns/trends of unfairness are revealed then appropriate action will be taken.

Reprimand

Using constructive language, staff may address an issue immediately or ask a student to remain after a lesson, as appropriate to each individual student, thus reminding them of the school's Code of Acceptable Behaviour.

Referral to Senior Management

Students can be referred to the SENCo for behaviour to be monitored for a specified period of time.

Behaviour and Outcomes

Learning Contracts

REWARD AND SANCTION POLICY

- There are occasions when all students will experience a day that causes them difficulty with concentration and this will have an effect on their behaviour. At Great Oaks we understand these situations and the associated triggers in their entirety. Each student has a mentor to discuss and work through their problems. To ensure further support we have our Pastoral Mentor who supports the welfare of all students on an individual level when required. However, when behaviour escalates we put in place an Individual Learning Contract;
- An effective technique which increases the likelihood of a positive outcome for the students is to negotiate a Learning Contract with that student. A Learning Contract is an agreement negotiated between the student and the teacher in order to change the student's behaviour and improve their opportunities to learn. The benefit of a Learning Contract is that it can affect a positive change in a student's behaviour while still involving that student in the class.

What is a Learning Contract?

- A Learning Contract is an agreement established between a student and the teacher (following teacher/SENCo liaison); it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioural objectives for the student that all parties agree need to be achieved.

Why Create a Learning Contract?

- There may be many reasons that teachers set up Learning Contracts with their students, but the end goal always involves an improvement in some aspect of a student's performance at school. In some cases, Learning Contracts are established in order to improve a student's behaviour in class regardless of whether the student is being deliberately disruptive or is easily distracted by others. In other cases, Learning Contracts are set up if a teacher recognises that a student is not meeting their academic potential. However, whatever the reason for the Learning Contract, one characteristic is common in all cases: the student cannot be left out of the process of negotiating and creating the contract. It is crucial to engage the student and make them feel that they have an interest in fulfilling the arrangement; the best way to accomplish this is to show the student that their concerns are being considered and accommodated. Even if the student's parents need to become involved in negotiating the contract, the student's concerns must be incorporated into the final agreement.

What are the benefits of a Learning Contract?

REWARD AND SANCTION POLICY

- When a student becomes a party to a Learning Contract they become more intimately involved in their own education; that is, the learning process becomes more self-directed. The responsibility granted to the student by engaging in the contracting process and in making decisions concerning their own education often increases their internal motivation.
- Many students respond well to this technique as they appreciate the efforts made by their teacher to recognize and accommodate their individual needs. Benefits may accrue to everyone involved in the Learning Contract process: the student benefits from working at an appropriate level, the teacher gains a satisfaction from seeing the students make an effort and grow, and classroom time is not taken up by regular distractions. In addition, this process may also teach the student some life skills; for example, they may learn the importance of setting goals and working toward achieving them.
- Initially the SENCo will draw up a draft Learning Contract. This will be based on information gathered from the behavioural log, conversation reports, teachers, Head Teacher, parent meetings and the students views. This contract will then be discussed either as a small group, as we feel it is important for the whole school community to support one another in their goals and achievements, or in an individual meeting, as appropriate. At this point the contract can be altered and personal goals added which the student may feel is relevant to them and their learning. Once a contract has been drawn up and agreed it will be shared with all staff at briefing and at staff meetings, ensuring each student has the full support of the whole school community. Each Learning Contract will have a review date to assess progress and individual achievements. Learning Contracts can be changed and adapted at any time with the agreement of the Head Teacher/SENCo, and can be withdrawn, if it is felt that goals have been met and progress has been made. Some students may request to maintain a new Learning Contract, as it is a beneficial way to be clear on targets and expectations.

Behaviour Support System

When it becomes clear that the Learning Contract is not proving successful, the SENCo may decide to place a student's name on the **Behaviour Support System**. This involves the SENCo meeting with parent/carers where targets are set to support the student in working towards improved behaviour.

The student is given a designated support person, usually a teaching assistant, with whom they share a positive relationship. The named person and student meet each lesson/daily, as appropriate, to review what is going

REWARD AND SANCTION POLICY

well and what the student needs support with to succeed in addition to reminders of sanctions that will apply should the student's behaviour be inappropriate. The aforementioned reinforces consequences for appropriate and inappropriate behaviour, thus enhancing the student's internal self-regulation. The designated person reports at the end of each day, or more frequently if necessary, to the Pastoral Mentor/SENCo, as appropriate, who shares information with parent/carers daily or weekly. Weekly, fortnightly, monthly or termly meetings are arranged for school to meet with the student and their parent/carer, targets are reviewed and new targets agreed and set immediately, following an analysis of progress.

The distinct difference between a Learning Contract and the Behaviour Support System:

- Parent/carers may be aware of the Learning Contract
- Parent/carers are integral to the Behaviour Support System

Home/School Contact

Notification of any incident at home or school is shared between school and parent/carers, as appropriate for each student and their family. This can be in the form of phone calls, email or home-school contact book. This enables home and school to support the student with any given situation with a clear direction. If there is a continuing issue with a student's behaviour, parents/carers are invited into school or request an appointment to discuss strategies to support the student, in order to bring about the required change.

How to Guide

All students will receive a 'How to Guide'. To support them in understanding what actions are needed to achieve the outcomes of their Learning Contract or Behaviour Support Plan.

Each Learning Contract or Behaviour Support Plan will provide opportunity for self-reflection and evaluation.

The Importance of Time Out for Emotional Stress

There are times, either when the student is new to Great Oaks or undergoing some difficulty, at school or at home when time out for emotional stress is of utmost importance. It allows for internal emotional turmoil to settle and the thinking part of the brain to be activated: it allows for the primitive reflexes to settle and the frontal cortex to take control of situations, thus improving long term academic, social and emotional learning outcomes.

REWARD AND SANCTION POLICY

In school the period of time can vary, according to individual circumstances and need, or at home, most often, for the rest of the day, to allow rest and quiet reflection. The expectation is always for the student to return to the next lesson or the following day to school, refreshed and ready to start learning. Home and school liaison will take place to ensure an agreed individualised plan is put into place ready to receive the student the following day. The plan maybe verbally agreed with the parent over the phone/email allowing for the student to know what to expect on their return e.g. if there is a change in the student's daily routine such as a visitor to the school, learning visit outside of school etc. Follow up phone calls/emails are always made to parent/carers to inform of their child's progress during the returning day.

The Use of Reasonable Force

Key staff are trained to use appropriate methods of reasonable force in order to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others

The staff of Great Oaks Small School will endeavour to use other methods to resolve situations before resorting to physical intervention. Following the use of reasonable force, incidents will be recorded and reflected upon to ensure appropriateness of restraint use.

Confiscation of the Student's Property

Occasionally students will bring to school inappropriate items which do not lend themselves to maintaining an environment conducive to learning, or pose a risk to themselves or others. These will be removed from the students and returned to the parent personally or via the taxi driver, at the end of the school day, with a verbal reminder to the student that the item is not to be brought into school. A follow-up email/phone call will be made the parent/carer, as appropriate.

The implementation of the School's Exclusions Policy

Should inappropriate behaviour continue once a Behaviour Support Plan is in place including opportunity to adapt and amend the contract to support the individual's achievement of goals, a further meeting will be held to discuss how the School will move forward in the best interest of the student and the School. At this point it may be necessary to implement the School's Exclusions Policy.

Alternative Provision

It is occasionally necessary, to meet individual student needs, to find an alternative placement. When a child is in receipt of an Education Health Care Plan (EHCP) it is initiated through emergency Annual Review process

REWARD AND SANCTION POLICY

with the Local Authority. When a child is not in receipt of an EHCP a meeting is held with the parents and the Local Authority notified.