
SAINT NICHOLAS SCHOOL

REWARDS & SANCTIONS POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed May 2016

Review Date January 2018

Related policies - Behaviour Policy and Playground Policy.

1. REWARDS AND SANCTION – LOWER SCHOOL

1.1 Rewards

Verbal acknowledgement and praise for good work, effort or consideration for others are regarded as vital for building up pupils' self-esteem. The teaching staff will aim to do this at all appropriate times, as well as supporting pupils and encouraging them to behave positively towards each other.

In the Lower School we recognise the importance and benefits of positive reinforcement through praise and support. We ensure that children are given the opportunity to succeed. We praise and highlight the positive achievements of children in a number of ways.

Positive reinforcement strategies

- Verbal praise
- Stickers
- House points
- Merit badge
- Achievement board
- Student of the month
- Star of the day/week

Golden time

- Pupils earn golden time on a daily basis for following the golden rules
- Pupils can earn 5 minutes of golden time per day, with a bonus 5 minutes available once a week
- All classrooms will have a visual display to show the accumulation of golden time

Star of the day (Reception & Year 1)

- On Wednesday each class picks a golden rule to focus on for the week
- At the end of the day one pupil from each class is picked to be star of the day for the following day
- Pupils picture goes on the star of the day display
- Pupils are special helpers for the day

Star of the week (Years 2-5)

- On Wednesday each class picks a golden rule to focus on for the week
- The following Wednesday a pupil from each class is picked to be star of the week for following the rule well
- Pupils receive a star of the week certificate
- Pupils are special helpers for that week

1.2 Whole school strategies that we use across the lower school

Zero noise

- Adults raise hand in the air flat palm, the expectation is that all children mirror the action. No talking while hands are raised.

Active listening

- Staff to use 1, 2, 3 eyes and ears on me, for active listening. All eyes should be focused on the person talking, eye contact and body language conducive to active listening.

1, 2, 3 (getting ready to move from the carpet to desks etc.)

- Adults use 1, 2, 3 hand signal
- One- look at me
- Two- stand up
- Three-walk with me

1.3 Sanctions

- Traffic light system-stay on the green
- All pupils start on green.
- First warning verbal.
- Second warning move to amber.
- Next time a pupils behaviour needs to be addressed they move to red. Pupils are then given a behaviour reflection sheet to complete at either break or lunch in a designated class.
- Behaviour reflection forms are passed to Sarah Bullock Assistant Head of Lower School (infants) or Lisa Perez Deputy Head of Lower School (Juniors).
- If a child collects 3 forms Sarah/Lisa will contact parents to inform them of the situation.
- If a child collects 5 forms they are referred to Lucy Thomas Head of Lower School, to contact parents and arrange a meeting to discuss behaviour.
- Internal then external exclusion if behaviour is persistent/serious

2. REWARDS AND SANCTIONS – UPPER & MIDDLE SCHOOL

2.1 Rewards

Praise

Verbal acknowledgement and praise for good work, effort or consideration for others are regarded as vital for building up pupils' self-esteem. The teaching staff will aim to do this at all appropriate times, as well as supporting pupils and encouraging them to behave positively towards each other.

Housepoints & Merit Certificates

Housepoints are awarded to pupils for a praiseworthy act or piece of work, such as good written work, good effort, active participation in lessons, good oral or practical work, team work, assisting others, being helpful or showing initiative. The number of housepoints awarded at any one time should reflect the degree of effort or achievement but should not normally exceed two or three. Merit certificates are awarded by the Head to senior pupils during assembly, on the basis of the achievement of 30 housepoints or multiples thereof.

Student of the Month

Each month a 'Student of the Month' award is presented following nominations by members of staff for the middle and upper schools. Nominees gain ten housepoints.

Postcards

Postcards home to notify parents of excellent achievements or behaviour.

2.2 Sanctions

Demerits

[See table below](#)

The primary purpose of any system of sanctions is to enable positive support for pupils who are, for whatever reason, not able to abide by the school's expectations with regard to work, behaviour or organisation.

The demerit system is designed to log all misdemeanours. Whilst on their own some misdemeanours may appear to be trivial, they may be part of a wider pattern which needs addressing on a pastoral level. The demerit system is meant to help identify patterns of behaviour, work or organisation which can be addressed by the form teacher and senior staff. It therefore allows us to provide support where needed. Such support can have a very positive effect on pupil's organisation and work habits, and also in helping pupils modify inappropriate behaviour.

Communication with parents is also important and a log of misdemeanours allows the school to inform parents clearly about how their child is coping with the varying demands of school. Most importantly it allows pupils to monitor and modify their own work and behaviour.

Demerits are awarded for poor work or behaviour and persistent poor organisation, including punctuality. An up to date record of an individual's demerit record is kept on Engage which can be accessed by parents via the Parent Portal. Form teachers and senior staff members are able to monitor an individual child's demerit record and speak with the child to provide support and strategies for improvement where necessary.

Each incident will be dealt with according to the individual pupil concerned. Teachers will always use their professional judgement. Obviously many pupils have organisational difficulties which are related to their specific learning difficulty. It would be wrong to give them demerits for poor organisation unless the teacher is confident that the pupil could have organised him/herself better.

Normally one demerit will be awarded for each misdemeanour. However more serious matters such as physical violence, not wearing seat belts on coaches etc. may warrant a significant number of demerits. Up to 10 demerits may be given for very serious offences.

Demerits are awarded to pupils by staff for lack of punctuality or for a poor standard of organisation, work or behaviour. Pupils are obliged to maintain a record of any demerits given in their student planner and an up-to-date chart of the number awarded is kept by form teachers alongside the housepoint chart in the form room. Demerit totals return to zero at the beginning of a new term.

Detentions

The school operates a system of detentions for Middle & Upper School pupils, supervised by a member of the SLT on a weekly basis after school from 4:00 pm until 5:00 pm. Parents are always informed when a pupil is given a detention. Mentors should discuss with the pupil the reasons for the detention.

Report cards

If a pupil's behaviour, lack of effort or academic performance are causing general concern and it is felt that closer scrutiny will be of benefit to the individual pupil, the pupil may be placed on Conduct Report or Academic Report for a specific period, usually ranging from three days to a fortnight. It is the pupil's responsibility to look after the report and to hand it to their teacher at the start of each lesson. The pupil is able to read the comments given by staff which will include the signature of a member of staff and a written comment at the end of each lesson and break. At the end of each day, the report is taken to the issuing teacher to be checked, countersigned and commented on if necessary. It is intended that such close scrutiny of the pupil's behaviour, effort or academic performance will provide an incentive for the pupil to improve matters.

Exclusions

A pupil may also be excluded either a fixed term or permanent exclusion from school for a serious misdemeanour involving substantial misconduct. See Exclusions Policy.

2.3 Levels of sanctions & exclusions

10 demerits: pupils will be given a 45 minute detention. This must be attended on the date stipulated by the school.

20 demerits: pupils will be given a one hour detention and placed on a form report to their form tutor. The form tutor will contact parents and discuss the areas that the pupil needs support in. The pupil will be placed on report to the form tutor.

30 demerits: pupils will be given a one hour detention and placed on a two week report to either the Head of Middle School (Years 6-8) or the Head of Upper School (Years 9-11). The appropriate Head of section will call the parents in for a formal meeting to discuss the pupil's behaviour, organisation or standard of work.

40 demerits: pupils will be given an internal exclusion and placed on report to the Deputy Head for two weeks. The Deputy Head will write formally to the parents to inform them of the consequences if further demerits are accumulated.

50 demerits: pupils will be externally excluded for 1 day. This exclusion is placed on the pupil's permanent record and would be reported to any future academic establishment the pupil may wish to attend.

50+ demerits: The Head will call the parents of the pupil who have amassed the demerits into school and discuss his or her future at Saint Nicholas School.

2.4 Involving parents

Parents are always welcome to visit the school, with or without their son or daughter, if they have any area of concern. They are encouraged to meet the form teacher in the first instance, although the specialist subject Teachers, Deputy Head and Head are available if necessary for either initial or subsequent discussions. The

partnership between school and home is considered to be of great significance and it is when this is working most effectively that pupils benefit most.

Subject teachers should liaise with form staff if there are felt to be any behavioural or work issues concerning any particular pupil. If necessary, staff may consult the Form Teachers, Deputy Head or the Head. The form teacher will request parents to attend a meeting if required.

DEMERITS –These demerit tariffs are a guideline. Extenuating circumstances and historical context may have a bearing on the sanction given.

	Homework & Coursework	Behaviour in lessons	Behaviour out of lessons	On Trips / Fixtures	Equipment /books / punctuality	iPad Use	
1	<ul style="list-style-type: none"> Lack of appropriate effort Incomplete tasks Inattention to teacher Out of seat 	<ul style="list-style-type: none"> HW not handed in on due date Incomplete HW HW not entered in planner 	<ul style="list-style-type: none"> Taking pupil's property without permission Eating in lessons 	<ul style="list-style-type: none"> Talking in assembly Running in corridors Visiting lockers between lessons Petty arguing with an adult Neglecting to follow instructions from an adult Failure to turn up to lunch / after school session Eating / drinking in corridors / locker rooms 	<ul style="list-style-type: none"> Neglecting to follow instructions from an adult Inappropriate dress for activity 	<ul style="list-style-type: none"> Late to lesson Missing books Lost planner Missing equipment Missing item of PE / Games kit Defacing planner 	<ul style="list-style-type: none"> iPad not on silent, without permission to adjust volume.
2	<ul style="list-style-type: none"> Failure to submit HW on subsequent occasions, after initial deadline is missed (a maximum of 3 demerits in total can be issued for any one HW not completed) 	<ul style="list-style-type: none"> Persistent calling out Persistent disruptive talking in class Inappropriate behaviour Lying to member of staff Throwing items Passing notes in lessons 		<ul style="list-style-type: none"> Not following safety instructions 			
3		<ul style="list-style-type: none"> Inappropriate use of language 	<ul style="list-style-type: none"> Throwing food in Hall 		<ul style="list-style-type: none"> Forgotten PE/ Games Kit/ ingredients for FT 	<ul style="list-style-type: none"> Using Ipad, in or out of lessons without permission. (Only Y11 are allowed to use iPads at break and lunchtime) 	
5	<ul style="list-style-type: none"> Copying another pupil's HW Willfully allowing HW to be copied Intentional plagerism 					<ul style="list-style-type: none"> Using an inappropriate app or using the internet in class without permission Linking an ipad to an Apple TV without permission 	
10	<ul style="list-style-type: none"> Mobile phone seen in school time 		<ul style="list-style-type: none"> Cheating in exams Rudeness to teacher Refusal to follow teacher's instructions Threatening behaviour towards another student Sending a message to students or parents without permission Chewing Gum 	<ul style="list-style-type: none"> Deliberate damage to property, including lockers Entering Science lab without a member of staff present Using the Biology lab as a cut through. Using theatre lighting without permission Being in an out of bounds area without permission 	<ul style="list-style-type: none"> Not wearing seat belt Bringing the school into disrepute. 	<ul style="list-style-type: none"> Uniform card not present when asked for Uniform card full 	<ul style="list-style-type: none"> Communicating, with other students or to parents, without permission Taking images of staff or other students without permission
Excl			<ul style="list-style-type: none"> Swearing at a teacher Threatening behaviour towards a teacher Persistent bullying Hate crimes or hateful comments 	<ul style="list-style-type: none"> Leaving the school grounds without permission 			