
SAINT NICHOLAS SCHOOL

REWARDS & SANCTIONS POLICY

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

Reviewed October 2017

Review Date October 2019

Related policies - Behaviour Policy and Playground Policy.

At Saint Nicholas pupils are expected to follow the school rules and maintain high standards of behaviour. We emphasise the need for praise and reward to reinforce positive achievement and good conduct but we are also aware that sanctions may be necessary and there is a clear procedure to guide this process.

Consistent to the importance the school places on the close working relationship between staff and pupils, both reward and sanctions policies reflect the importance of the role of individual members of staff in the process. Staff are encouraged to respond to individual situations and give both verbal praise and verbal reprimands as the occasion demands. Senior staff will support colleagues where appropriate within this process.

Corporal punishment will not be used in any part of the school and the purpose of any sanction employed will not be to humiliate the pupil in front of others.

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 use positive reinforcement to support pupils and encourage them to behave positively towards one another.

In the Lower School 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 used in the Lower School.

Silence

- 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

All staff at Saint Nicholas promote good behavior through positive reinforcement strategies. We recognise that verbal commendation and praise for good work, effort or simple kindness towards others are vital elements within a schools policy to reinforce good behavior and to build up pupils' self-esteem.

Housepoints & Merit Certificates

Housepoints are given to pupils to reward commendable behavior or work. 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

In most cases where pupils' behavior falls short of expectations, a verbal warning or departmental sanction from a member of staff concerned, is the most appropriate response. An immediate response which links the behavior to the sanction, is the most effective approach to ensure such poor behavior is not repeated.

Behavioral Demerits

Where poor behavior is repeated, where warnings are not heeded or where there is a single incident of greater concern Behavioral Demerits may be awarded. These demerits are logged onto Engage which can be accessed by parents via the Parent Portal. Form teachers and the Assistant Head (Pastoral) are able to monitor an individual child's demerit record and speak with the child to provide support and strategies for improvement where necessary.

Teachers will always use their professional judgement but no more than one Demerit should be issued at one time. Pupils with organisational difficulties or specific academic challenges should not be awarded Behavioural Demerits but may be given an Academic Referral (see below).

Detentions:- Where a pupil receives three Behavioural Demerits, parents are informed and an afterschool detention with the Headmaster is triggered. Demerit totals return to zero at the beginning of each new term, however where pupils repeatedly appear at the Headmasters Detention other sanctions are likely to be employed.

Please note that behavioural incidents of a particular grave nature may result in this procedure being by-passed and other appropriate sanctions enforced.

Academic Referrals:

Where pupils unsatisfactory performance is linked with academic work e.g. poor effort, lack of homework or missed deadlines, an initial response should be taken at subject level. Where such intervention is not successful an Academic Referral is made. These referral is logged onto Engage

which can be accessed by parents via the Parent Portal. Form teachers and the Assistant Head (Academic) are able to monitor an individual child's referral record and speak with the child to provide support and strategies for improvement where necessary.

Detentions:- Where a pupil receives five Academic Referrals, parents are informed and an afterschool detention with the Headmaster is triggered. Referral totals return to zero at the beginning of each new term, however where pupils repeatedly appear at the Headmasters Detention other strategies are likely to be employed.

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 misdemeanor involving substantial misconduct. See Exclusions Policy.

3. Involving parents

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. Parents are always welcome to visit the school if they have any area of concern. They are encouraged to meet the form teacher in the first instance, although the specialist subject Teachers, Assistant Heads, Deputy Head and Headmaster are available if necessary for either initial or subsequent discussion.

