



## **Primary Rewards and Sanctions Policy**

### **(Key Stages 1 & 2)**

**This policy builds on from the practice established in the EYFS Positive Behaviour Policy**

#### **Rationale**

Establishing the right environment must be a whole-school priority at all times but especially in the first weeks of the new school year. We operate a positive discipline policy throughout the Primary department to ensure that discipline is upheld in every classroom and that all children have a calm environment in which to learn and in which teachers are able to teach.

#### **Aims**

- To celebrate pupils successes at every opportunity.
- To ensure the whole school behaviour policy is supported and followed by pupils, parents, teachers and all other adults who work in the school, based on a sense of community and shared values.
- To apply positive policies in which teaching and learning can take place in a safe and happy environment.
- To maintain an atmosphere conducive to learning.
- To promote responsible behaviour, encourage self-discipline and respect for themselves, for others and for property.
- To encourage good behaviour by providing a range of rewards and publicising those rewards.
- To publicise sanctions that may be imposed on pupils not adhering to school rules and procedures.

#### **All Pupils have the right:**

- To feel safe at school.
- To be treated with dignity and respect.
- To expect a positive learning environment in which effort and achievement are recognized and rewarded.



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- To be taught without interruption from and inappropriate or disruptive behaviour.



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- To know the rewards and sanctions resulting from different actions.

**All Teachers have the right:**

- To expect appropriate behaviour and encourage positive social educational development.
- To expect assistance from parents and management in promoting a positive environment.

**What can we do?**

- Work as a team.
- Act as role models.
- Adopt positive corrective practice.
- Follow the whole school policy on discipline

*Positive discipline is about creating the environment and social climate for teaching and learning so that correction is given in a way that minimizes unnecessary stress and considers the self-esteem of those being corrected.*

**Expected Behaviour:** *(We actively encourage pupils to follow the Golden Rules throughout Infants and the Core Values in Juniors)*

- To expect and encourage all pupils to participate actively and positively in all learning experiences.
- To maintain high standards of behaviour, courtesy and appearance as well as good attendance and time keeping.
- To treat others, their work and property with respect.
- To listen carefully to instructions.
- To adhere to the school rules.

**Rewards**

In line with our approach to behaviour management, good behaviour is actively encouraged and rewarded. Achievements in all aspects of a child's life are celebrated. (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2).



**Rewards include:**

- Verbal praise from members of staff and other pupils. This may be simple praise for a good answer in class or a thoughtful or helpful action. It could also involve public praise.
- Highlighting good work, effort or behaviour. This may involve showing work to the Head of Primary/ Deputy Head of Primary/ Key Stage Co-ordinator, telling others in assembly etc.
- Whole school/Key stage reward system eg Celebration assemblies, special certificates, rainbow chart system, Star of the Week, Tea Parties and House points and House certificates. etc.

**Sanctions**

Most examples of undesirable behaviour can be dealt with informally by the class teacher/member of staff and the child. The sanctions used will depend on the Year group/Key Stage. (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2).

If sanctions are not working and a child persists in behaving inappropriately, a more formal procedure will be employed (see appendix 1 for Key Stage 1 and appendix 2 for Key Stage 2). If a formal approach is adopted it is vital that staff, parents and pupils work collaboratively and support one another to achieve success for the child. Children will be actively involved in the process at a level appropriate to their age and/or understanding.

**Bullying**

Bullying will not be tolerated in school and is always dealt with seriously and as soon as possible (see Anti-Bullying policy).

**Review**

Policy Reviewed:  September 2017	Reviewed by : Adele Stanford Teaching Staff
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Next Review:  
September 2018

Approved:  
KGB

## Appendix 1

### Behaviour Policy- Guidelines

To support the King's College Latvia behaviour policy the following approaches are used

#### Whole school approach to managing behaviour

No matter what the behaviour exhibited by a child it is the school approach to deal with it in a calm and controlled manner. We do not need to shout with anger to make children understand our annoyance with their behaviour. We use firm voices and carefully chosen language at all times when we are working with a child on their behaviour. Questioning in the manner of a restorative approach is recommended.

<http://www.trackitlights.com/restorative-practice-6-questions-lead-better-pupil-behaviour/>

#### Age related behaviour

In all issues pertaining to behaviour the school staff are aware of age related behaviours and deal with behaviours with these in mind. For example a three year old biting will have a difference reaction to a 10 year old biting. The link below should support your knowledge in this area.

<http://www.parenthelp.org.nz/ages-and-stages/>

#### In the Early Years- FS1- Year 1

In these classes a simple behaviour chart is used with only up to 5 segments. Often this will be a sun or cloud and happy face or sad face. It is the responsibility of staff to inform the headteacher or coordinators if a child is continually behaving badly and the class rewards and sanctions are not changing behaviours.

#### From Year 2-5

Years 2 through to 5 the classes have a rainbow chart / Rocket chart with 5 segments and the children's names are moved up or down to signify their behaviours. If the children are on red they need to spend time out of class in another class. If they are repeatedly on red this should be flagged with the Headteacher or coordinators.

#### Class Dojo

In some classes Class Dojo is used as an additional way of rewarding children for their good behaviour.

#### House Points

Each child is a member of a house team. House teams are used for collaborative activities within the school and accumulating points for the house team is a way of creating a community of good behaviour and hard work.



House points will be given for;

- Academic achievements
- Following and exhibiting school values
- Going above and beyond normal school expectations

### **Recording incidents of behaviour**

#### **My Concern**

Serious behaviour incidents should be recorded on My Concern. Age related incidents can be noted on ISAMs under the notes section for the child with a date. This will keep a record or if behaviour is very minor no note need be made.

For all more serious behaviour issues and children who have been flagged as not responding to normal school rewards and sanctions a concern should be raised on My Concern and the school safeguarding team will meet and offer support to the child, the teacher and the family involved.

#### **Parental Involvement**

All serious behavioural issues must be reported to parents. This should be wherever possible face to face. If a phone call is made home by a member of the admin team then the following should be adhered to;

- Only report the facts and no personal opinions should be shared
- Never mention the name of any other child involved
- Be clear what the expectation of the school is on the parents about how they can address this behaviour for example – This phone call is for your information only/ This phone call is because we would like you to reinforce the school rules at home tonight / This phone call is because the teacher/ head would like to meet with you further.
- Always feed the parents response back to the teacher and make a note of the call in the ISAMs notes section of the children's records

#### **Involvement of outside agencies**

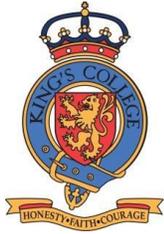
If behaviour is serious and we believe linked to a mental health issue or social and emotional need then the school can recommend that the parents seek outside support. The school will support and monitor the children and their family during this time.

#### **Key staff for behaviour**

Class teachers are the first port of call for any behaviour issue and they should address this. If their methods are not addressing difficulties then the Primary coordinators or Headteacher will be the next step in the process.

#### **Continued serious behaviour issues**

Most behaviour issues are dealt with successfully through following the school guidelines and forming a partnership between home and school but in the event of serious behaviour issues that continue without improvement and pose a threat to the safety of other pupils the school has the right to exclude the child for a fixed period of time. If the fixed exclusion fails to change behaviours the school may follow procedures and make a permanent exclusion.



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