

GOD MADE US GOOD BUT SOMETIMES WE MAKE BAD CHOICES

Rewards and Sanctions for Behaviour at St Patrick's

Rewards for positive behaviour

We should take every opportunity to celebrate children's enthusiasm for work and respect for and enjoyment of their community: this can range from a 'well done' to being sent to the Head teacher.

Class reward

Each class has their own rewards system: working well, being polite and friendly and encouraging others to do the same should be rewarded in class. Each class teacher should leave a note for a supply teacher explaining how these work.

Award at a Tuesday sticker assembly

Do not give out awards in order to give everyone a turn, but do keep a list of those children being rewarded so you can spot those that need extra encouragement and help.

There are two awards:

Academic Excellence: this celebrates a child producing a particularly good piece of work showing their understanding of the task, attainment of a goal, success or improvement in spelling, tables, grammar or a similar area.

Community: this can be for showing kindness to children or adults, for example, making good choices, for attitude shown by the child which deserves public recognition; and demonstrating forgiveness.

Seasonal points

These are points that can be handed out by any member of staff and should reward behaviour that supports the caring, community-based ethos of the school. If you award the point tell the child why they have won it and tell the class teacher yourself. Each class will have an image that can be coloured in as points accumulate. At the end of the season the class with the most points will get a class reward (for example, pizzas and a film).

Go to the Head!

If a child has produced an exceptionally good piece of work they should be sent to the head or deputy head for a sticker and recognition. Equally, a good piece of work in a particular subject could mean the child is sent to the subject co-ordinator for that subject.

Sanctions for negative behaviour

Below are some examples of behaviour that we see from children and the suggested sanction. You will encounter behaviour that is not on this grid and you will need to make a 'best fit' decision about the appropriate course of action to take - behaviour in Reception will be very different to behaviour in Year Six; so should our response to it. Repeated behaviour should lead to the next sanction level. Treat all behaviour with patience: we should set the example.

<p>Arguing with others Sulking Teasing Mock fighting Refusing to work Ignores the bell at the end of play</p>	<p>Discuss the incident with the child (no other sanction required). Ask them to explain their behaviour by starting with, "I... "</p>
<p>Persistently calling out in class Teasing other children Saving a place in a lunch queue Trying to get another child in trouble</p>	<p>Child given a 'time out': this sanction may be more commonly used in KS1 and the EYFS</p>
<p>Repeatedly ignoring instructions Refusing to do as an adult asks Doing as an adult asks but slowly so as to annoy the adult Being rude to visitors (including supply teachers) Answering back</p>	<p>Child given a detention (maximum of 25 minutes for any offence) Example sanctions: Talking in assembly - 5 minutes Being rude to a supply teacher - 15 minutes</p>
<p>Repeatedly doing the above Swearing games Encouraging others to fight Misbehaving on school trips in public Spreading rumours about other children Damaging school property Throwing loo roll in the loos Taking another child's belongings Insulting someone's family</p>	<p>Child sent to head of Key Stage</p>
<p>Being in detention three times in one week</p>	<p>Child has a Monday meeting with NT (parents may be asked to come in)</p>
<p>Making disparaging remarks about another child on social media sites Racist and homophobic abuse Repeating hurtful remarks a parent has told them to say Biting, hitting or kicking another child forcefully Any behaviour which has a negative impact on the reputation of the school Bullying</p>	<p>Child sent to Deputy or Head</p>