



Rose Hill Westonbirt
S C H O O L

PASTORAL POLICIES

3.6 REWARDS & SANCTIONS

OVERVIEW

This document outlines the reasons for providing rewards and sanctions at Rose Hill Westonbirt, our aims in so doing and the methods we use to achieve these.

WHAT

Children respond well when they know that their effort and work are appreciated and are along the right lines. By rewarding children, you build their self esteem and their belief that they can achieve, which improves their learning in many areas. Sanctions should be imposed to help a child understand when their behaviour is not acceptable behaviour and to develop their ability to achieve.

Rewards and sanctions should work in all areas of the school life and day and across all ranges in a fair way.

AIMS

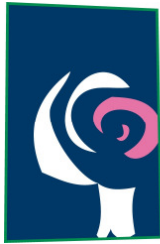
The main aims of imposing rewards and sanctions are:

- To encourage an atmosphere of good behaviour and manners
- To reward considerate and respectful behaviour and to discourage unacceptable behaviour
- To make every child feel that they can achieve something academically, behaviourally or in sports, clubs and extra curricular activities.

How we achieve this

We praise and reward children for good behaviour in a variety of ways:

- Adults congratulate children modelling good behaviour.
- Adults give “A” stars for academic achievement and “B” stars for good behaviour and thoughtfulness – these are celebrated in Tuesday morning “Badges Assembly” fortnightly.
- Golden Time is offered as a reward for all classes at a set time - eg Friday afternoon
- Some classes distribute stickers or small rewards for good work or behaviour and to acknowledge acts of kindness. Older classes rely on Golden Time as the main ‘treat’ to which children aspire.
- All classes have an opportunity in “Celebration” Assembly to share examples from children – either academic, extra curricular or pastoral or outside achievements.



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- Commendation certificates are awarded throughout the term, recognising achievement of house points and other achievements.
- At the end of term, children are rewarded with effort and achievement prizes and certificates for Housepoints.
- The school acknowledges the efforts and achievements of children both in and out of school in Celebration Assembly.
- Prizes are awarded for academic success and extra curricular achievements on Speech Day.
- Personal qualities are recognised through the appointment of roles of responsibility, such as prefects, house captains, librarians, form captains, etc.

Table of Rewards Available in Different Year Groups	
Nursery	Wow Vouchers Stickers
Reception	Elmer Squares = Housepoints Stickers A& B Badges in assembly
Y1 & Y2	A & B Stars = Housepoints Green Merits (Traffic Lights) Stickers Target Certificates A& B Badges in assembly Music Merit notes
Y3-Y6	A & B Badges in assembly Housepoints (Star charts) Music Merit notes Stickers for Sports Handwriting Licences
Year 8	Stars and stickers



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Sanctions

These depend on circumstances and are applied according to which rules/guidelines have been broken. The school rules follow Jenny Mosley's six Golden Rules to enforce positive behaviour. The sanctions imposed depend on the severity of the incident and the frequency of incidents.

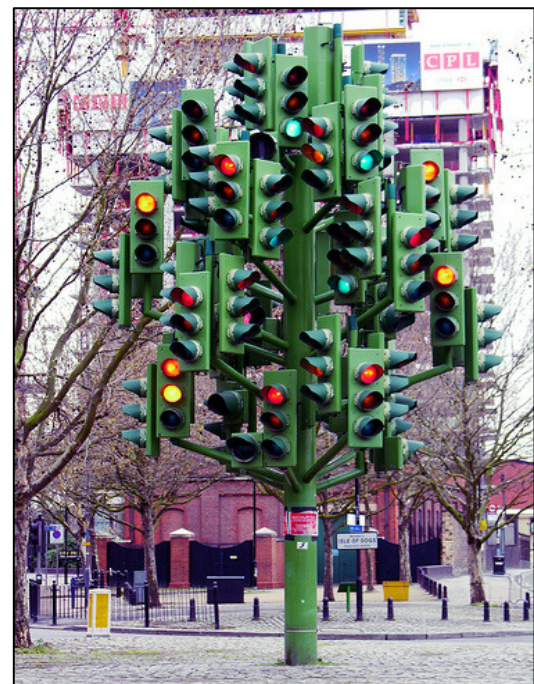
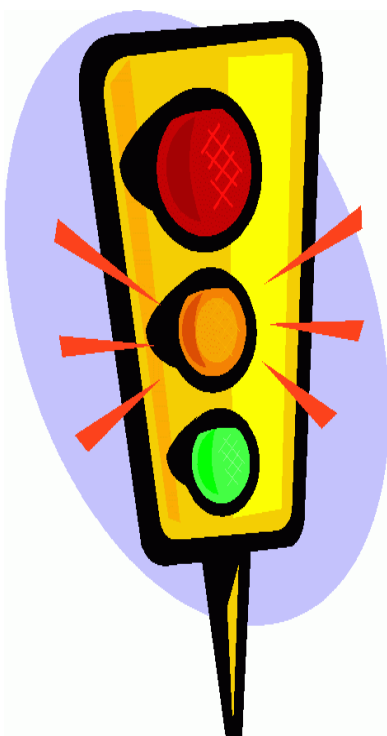
Sanctions are introduced in Key Stage 2 through the Traffic Light System.

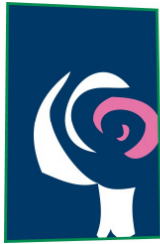
Traffic lights and Golden Time for Years 3 to 6

1. All children in class start each day on the green traffic light.
2. If a child misbehaves then the form tutor can move him or her onto the amber traffic light.
3. If the child continues to misbehave, then the form tutor can move them up to the red traffic light.
4. If a child commits a serious misdemeanor, then the form tutor can move him or her directly to the red traffic light.
5. If the child's behaviour improves significantly and the teacher is happy that he or she has understood the seriousness of his or her actions and the behaviour is improved, then the form tutor may move the child down from amber to green.
6. Any child who reaches the red level is to lose 5 minutes of

golden time at the end of the week. This applies for each day that the child ends up on the red light. Once a child has reached the red light then it is not possible to regain golden time back.

7. Any child who stays on the green light all week has all of Golden Time on Friday afternoon at 2.15pm.
8. A specialist teacher should give an amber card for misbehavior, which the child should give to their form tutor as soon as possible - the next lesson, or break. Then the child should be moved to amber or red as required.





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9. If a child seriously misbehaves, then the specialist teacher should give the child a red card and the form tutor should move them directly to red.
10. All Amber and Red cards will be kept by the form tutor.

Should a serious breach of discipline occur which requires greater attention than the Traffic Light system can provide then staff can use the following:

- Tutors may liaise with the Deputy Head or Head Teacher to decide upon actions to be taken
- Serious breaches of discipline may involve an “Incident Form” being completed and parents will be informed by the Head Teacher
- For children not making much effort or consistently misbehaving, they could be put on a “Report Card” after discussion with the teacher/tutor/Head Teacher. Parents would be notified.
- In the case of persistent inappropriate behaviour and following discussion with the Head and with the child’s parents, the child may be excluded.
- Only the Head Teacher has the power to exclude a pupil, whereupon, the parents will be informed immediately. Parents have the right to appeal against this decision to the Governing Body
- The Head Teacher informs the Governors about any permanent exclusion and any fixed term exclusions beyond 5 days in any one term
- Records are kept of all serious incidents. Records are maintained about all fixed-term or permanent exclusions.

Signed.....

Date.....

To be reviewed by