

Appendix 3: Rewards and Consequences

1. Introduction

- 1.1. Examples of the rewards and consequence the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice and promote good behaviour and compliance with the Academy's Policies on behaviour.
- 1.2. Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.
- 1.3. Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

2. Rewards

We understand that behaviour has a communicative function and in this sense each classroom or situation is a complex network of relationships and dialogue. Much of the behavioural dialogue is non-verbal. Part of the curriculum at the school involves teaching children to be able to self-regulate and meet their needs through using language and the respectful etiquette of the classroom and school expectations. These will be modelled by the adults that work with the children and behavioural and self-regulation expectations and demands increase throughout a school year and as children grow older. To help shape and nurture this behaviours rewards are used to acknowledge where learning behaviours and dispositions are met and/ or exceeded. This public acknowledgement helps guide the behaviours of all pupils and reinforces these expectations at the same time.

Positive behaviours will be rewarded with:		
All year groups	Non-verbal signals of praise: Proximity and contact (e.g. hand on shoulder) Eye contact and smile Non-verbal signal (e.g. Thumbs up) Verbal praise and acknowledgement 100 square and whole class rewards. Wizard Certificates and ASCENT awards. Sharing exemplary behaviours, attitudes and work with a member of the SLT or the Year Leader.	Teachers and support staff should ensure that notice and praise 'the little things' as well as the significant steps forward. In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up. Children collect reward points for their class '100 square'. The teacher negotiates a reward with the class prior to collecting points e.g. an extra 15 minutes' playtime, investigation time or watching a 15 minute video. The '100 square' and negotiated reward is displayed in the classroom.
YR	As above and.... Balloons and stickers in EYFS	Key Stage 1 use Dojo's. The online Dojo reward system; where children are assigned characters earn 'dojos' (points) when they demonstrate skills or values that reflect the schools ASCENT values and expectations. The system enables teachers to continue to build on the teaching in EYFS to create a positive culture. It allows children to learn about how to develop a positive growth mind-set.
KS1	Dojo's in KS1	We make use of the Class Dojo system in Key Stage 1.
LKS2	Sticker charts in lower/ Upper KS2	Teacher acknowledgements, in the form of Signatures that meet a threshold to award a behaviour sticker into the behaviour card.
UKS2	Further role model opportunities in upper KS2	

In the differing phases, children also have ways to celebrate their behaviour choices.

3. Consequences

We recognize that many children learn through testing and exploring boundaries and they are constantly developing and changing themselves. Despite focusing on positive behaviour, we recognise that some children will find it hard to follow our 3 school rules: RRS.

Sanctions are used in a balanced way and will focus on the act not the child. Children will be helped to understand

why their behaviour is unacceptable.

We utilize our Traffic Light system detailed elsewhere.

Any poor behaviour choice and/ or incident that are accompanied with a significant sanction will be recorded and logged by the teacher or adult managing the incident using the school systems and procedures in accordance with the guidance in the next section.

Most unwanted, low-level behaviours will be managed through the use of the traffic light system, as detailed below and applied by either the class teacher or staff member working with the child at the time. If unwanted behaviours persist, the year Leader for the child's year group will offer further support.

3.1. Examples of consequences may include:

- 3.1.1. a verbal reprimand and reminder of the expectations of behaviour
- 3.1.2. the setting of written tasks such as an account of their behaviour
- 3.1.3. loss of privileges e.g. the loss of prized responsibility
- 3.1.4. detention
- 3.1.5. school based community service, such as tidying a classroom
- 3.1.6. regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;
- 3.1.7. removal from the classroom;
- 3.1.8. suspension; and
- 3.1.9. in the most serious of circumstances, permanent exclusion.

4. If these behaviour choices continue or escalate then staff should use emotion coaching strategies and resources such as the 5- point scale/zones of regulation to help the child. ***It is important;***

5. **When addressing a child's behaviours, that this is done in a non- threatening way and done discreetly and where possible in a quieter space to reduce any additional shame or other negative feelings the child maybe feeling,**

6. ***When sending a behaviour card or managing/reporting a child's behaviour to other adults such as year leaders/a member of SLT that this is done discreetly and not in front of the child/children.***

7. If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). A Behaviour Review Meeting may be called. This will involve the class teacher plus the SENCO, any other appropriate staff as appropriate and parents/carers. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Behaviour Plan' being put in place etc.

8. HVPA Repetitive and/ or Challenging Behaviour - Operational guidance

We view behaviour as a form of communication. All living things exhibit behaviours, and these behaviours may be triggered and caused by environmental factors including biological, cognitive, and internal factors and/ or by factors in the physical and social environment. Children come to school to learn. Learning that is not well matched or adapted to the needs of learners including in the manner it is communicated and the relationships around the child may also be factors that may contribute to negative outward behaviours or negative inward behaviours including relating to mental health, anxiety, and self-esteem.

We clearly set out to establish our rules and expectations and then use a variety of strategies including praise, acknowledgement, stickers, badges, and certificates to reinforce and communicate these expectations. For the vast majority of children this is enough to help them learn to regulate and manage their behaviours.

However, children also learn by testing what happens when they cross boundaries and in this sense, our view of behaviour at primary school is one where we expect that children will test boundaries. When this happens they will receive reminders about expectations, praise for maintaining expectations, warnings when they are near boundaries and sanctions if they cross boundaries of expectations. Most children will learn from the feedback they receive when a boundary or behaviour expectation is crossed.

However, some pupils find it harder to learn to sustain and maintain their behaviours within what is expected. This results in repetitive and/ or challenging behaviour. For these pupils' careful observation and analysis of the communicative functions of their behaviours and an attempt to meet the need being communicated through reward and sanction are tools that we use to help modify behaviours.

The resources in this Operational Guidance relate to tools to identify, target, and monitor behaviour with a view to the deliberate change of negative behaviours.

8.1 Repetitive Challenging Behaviour:

If behaviours continue or escalate.

Where there are patterns of behaviour that breach the school expectations of being Ready, Respectful and/ or Safe ' or escalate then staff should use emotion coaching strategies and resources such as the 5-point scale/ zones of regulation to help the child.

- If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made.
- In the first instance this will be verbally or through an email that should be sent to the Behaviour Team. (Ms Bevan (Behaviour Mentor) with Mr Winthorpe copied in).

The title of the email should be:

Repetitive Challenging Behaviour- (Pupil's name) and details of the incidents and/ or references to where the information is logged should be indicated.

This action will flag this child to the Behaviour Team and also this child will be discussed either before or during the weekly behaviour meeting and this will be followed up in the Inclusion Team meeting.

- The Inclusion Team will then assess and review and may seek additional support for the child (including from outside: agencies).

8.2. **Behaviour Meeting Section ii:** A Behaviour Review Meeting may be called. This may additionally involve the class teacher and/or the SENDCO, any other appropriate staff as appropriate **and the child's parents/carers**. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Behaviour Plan' being put in place etc.

- During this meeting the Behaviour Plan Drafting Sheet (Appendix A) will be used to list and analyse behaviours both at school and home that are not appropriate and/ or contravene the school behaviour policy and expectations. This is very much a collaborative exercise between professionals and parent/ carers so that similarities and differences between school and home can be identified.
 - **Body Talk:** Drawing upon the thinking behind the exploration of the communicative function of the behaviour, the behaviours exhibited will be listed with a view to try and determine their communicative function. We term this Body Talk.
 - **Environment:** Once these are listed we will explore if there are any factors in the environment that may be triggering or contributing to these behaviours. By environment we mean: the physical environment, the routines/ and or curriculum including relevant adaptations, the social environment, and relationships. It may be that changes can be made to adapt the environment to address and reduce the communicative function of the behaviour for example, by reducing anxiety triggers through personal contact and/ or positioning in the classroom.
 - **Target Body Talk** is identified to describe what/ how we would like the pupil to behave with a consideration and breakdown of the Steps to Achieve this. This becomes the target in the plan.
 - **Reinforcement:** There are two aspects to this, rewards and sanctions that are used to reward target body talk and/ if necessary clarify sanctions if target body talk is not sustained.

Once the drafting sheet is complete, Targets, Steps, Reinforcements, and timescales are transferred onto the Behaviour/ Pastoral plan. This is signed by the relevant parties and review dates are agreed. There may be more frequent e.g. weekly school reviews within the Inclusion and/ or behaviour and pastoral teams with parents being informed with a monthly or 6 weekly cycle.

8.3 Monitoring

Ms Bevan, the Behaviour Mentor, will take the lead to review the strategies that have been put in place. This may include talking with the staff involved and the child concerned to begin to ascertain what is triggering this behaviour.

- A graduated response will be adopted with class teachers being asked to keep documentary evidence such as ABC charts. ABC charts are also used to inform the Body Talk section of the Drafting Sheet. These will be

- reviewed in the weekly behaviour meeting.
- Incidents of behaviour are monitored and reported to the Inclusion Team and SLT by the Behaviour Mentor.

8.4. Report Card

Children who are persistently engage in repetitive challenging behaviour, for example, being on the red traffic light, may be put onto a report card to monitor their behaviour more closely.

The Behaviour Report Card is one strategy that represents a more formal mechanism to monitor the incidents of appropriate and negative behaviour across a day and across a week. Behaviour Report Cards are planned as a reinforcer and communicative device between pupil, teacher and parent/ carer and may be used as part of a plan. These are reviewed and discussed on a daily basis with the child to help them become conscious of their behaviour and better self-regulate it.

- **The decision to place a child on a report card will only be taken through discussion with the Behaviour Mentor, SLT and Year Leader and Class Teacher for that year group.**
- Specific targets will be set and the child must report daily to a member of the School Leadership Team who will monitor their progress. The report card is sent home for the parents / carers to check and comment.
- Report cards will be used for a minimum of two weeks after which the impact of them will be reviewed through a discussion between the Behaviour Mentor, DHT, Year Leader and Class teacher. If a report card is issued it will form part of an Individual Behaviour Plan that will be monitored.
Where report cards are proving ineffective this be reviewed and discussed further by the Inclusion Team and if, appropriate, the SLT.

8.5. Significant Behaviour Incident

Aggressive, violent or physical behaviour and/ or behaviour that requires Restrictive Physical Intervention (RPI) as a last resort, may result in a more serious and/ or immediate sanction and action as below. Where there is significant aggressive, dangerous, or heightened behaviour rather than repetitive low-level behaviours, it is likely that if something has happened once then there is a high probability it may happen again.

The resources of toolkits, risk assessments and reports below should be used to develop an overview, analyse risk and develop and/ or tweak any planning currently in place. These resources in provide a framework for a meeting for professionals with parent/ carers to develop a partnership to ensure challenging behaviour can be mitigated and managed. The IBPP provides a tool and structured format to set out to change and modify these behaviours.

Where a child has been internally suspended or there has been a Fixed Term Suspension the resources below should be used to develop and/ or review the plan going forward and may form part of a return to school meeting, for example. If the incident is a one off then implement sanction and record and note.

9. Consequences and sanctions.

The legal framework for these is dealt with in the body text of the Behaviour Policy. This section details the local implementation of these sanctions and consequences.

<p>Internal Suspension Recorded on CPOMS – Letter to parents.</p> <p>If one off then note, if repetitive then use toolkit to develop a behaviour plan:</p>	<p>The Head Teacher or Deputy Head Teacher may use internal exclusion for serious incidents. Internal exclusion can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour. There are two levels of Internal Suspension:</p> <ol style="list-style-type: none"> 1. Informal- this may be a sanction to miss a part or a full break-time on one or several breaks for a breach of the school behaviour policy expectations. 2. Formal Internal Suspension- In this case this will be classed and logged as an internal suspension and a letter will be drafted to parents to notify them that a child has been internally suspended for part of or a whole session or number of sessions. <p>During an internal exclusion:</p> <ul style="list-style-type: none"> ● Work is set by the class teacher. ● Child has no contact with own class or classmates. ● There is no access to playground, extra-curricular or enrichment activity. ● Parents/ carers informed. <p>Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.</p> <p>The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.</p> <p>In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.</p> <p>It will also consider any special circumstances relevant to its imposition including:</p> <ul style="list-style-type: none"> ● the pupil's age; ● any special educational needs or disability they may have; and any other relevant and/ or mitigating factors.
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10. Suspension and Permanent Exclusion from School

Only the Head or Deputy Headteacher has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the [Head or Deputy Headteacher is on extended leave, or the post is vacant, will also have this power.

The decision to exclude a pupil will be taken in the following circumstances: -

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school.
- Suspension is an extreme sanction and is only administered by the Head, or in their absence, the Deputy Head Teacher. Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Where suspensions are becoming a regular occurrence for a pupil, head teachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. Where appropriate a risk assessment will be carried out and a behaviour plan will be reviewed/ developed by the Inclusion team and/ or SLT.

All exclusions are followed up with a re-integration meeting, which should be formally recorded. Where appropriate this should include a member of SLT, the parents/carers, any involved outside agencies and the child.

10.1 Suspension and permanent exclusion from school can take the form of:

Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or permanent exclusion.

10.2. Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education
- and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

10.3. The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

10.4. The Head or Deputy Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

10.5 A Fixed Term Suspension is recorded on CPOMS and Arbor – A letter is sent to parents and the information is reported to Governors.

For any permanent exclusion, head teachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.