

## JH GODWIN – REWARD & SANCTION POLICY

### The Rights of the Child (from the UN Convention for the rights of a child)

The following rights link to this document:

<b>Article 3</b>	All adults should do what is best for the child. When adults make decisions, they should think about how their decisions will affect children.
<b>Article 19</b>	All children have the right to be protected from being hurt and mistreated, in body or mind.
<b>Article 28</b>	All children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.
<b>Article 29</b>	A child's education should help them use and develop talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

### OVERVIEW

This accompanying document to the Behaviour Policy outlines the reward and sanction systems we have in place to maintain outstanding behaviour in JH Godwin. Our caring ethos ensures that every child is treated fairly according to their individual needs; occasionally, this can lead to individual programmes to improve behaviour that lie outside our regular systems. These are overseen by the Head, Deputy or Learning Mentor and maintained by the class teacher.

### Attitude to Learning Grades

Attitude to Learning Grades (ATL) are logged three times a day on a 1-5 grading system. The children also record their grades in their books. Below is an overview of the system:

Grade	Meaning	Further info
1	Outstanding ATL	The child demonstrates excellent learning powers and understanding as a result of their positive attitude and behaviour. <i>Rewards are in place for the highest number of 1s</i>
2	Good ATL	The child is engaged throughout the lesson, demonstrating effective learning and understanding.
3	Passive ATL	The child is slightly disengaged and distracted from their learning. <i>Parents will be informed by the class teacher if 4 grade 3s occur in one week. Persistent 3s will then be discussed with Deputy Head and a formal meeting will be arranged to support improvement.</i>
4	Disruptive/ Disengaged ATL	The child is beginning to be disruptive to their learning and the learning of others. <i>Parents will be informed by the class teacher 3 grade 4s occur in one week. Persistent 4s will then be discussed with Deputy Head and a formal meeting will be arranged to support improvement.</i>
5	Highly disruptive	The child displays highly disruptive behaviours through refusal, aggression, not following instructions or being disrespectful <i>Sanctions are in place for each grade 5 received. Parents will be informed.</i>

### REWARDS

Class teachers must positively reward children whenever possible and it is imperative to recognise consistently good behaviour.

#### Class Dojo

Class Dojo acts as an incentive to ensure consistently good behaviour is rewarded. It is an online tool that uses fun avatar monsters to collect points for each pupil. It is visual, stimulating and fun. Children receive class dojo points for specific areas such as: being on task, helping others, participating. Icons can also be set by the class teacher depending on the class focus, for example: helping others, perseverance, remaining on task and managing distractions. Points can be given by any member of staff during any time of the day. The three children with the highest amount of Class Dojo points at the end of every half term receive a reward in a special celebration assembly.

#### Attitude to Learning Rewards

The children with the most 1's at the end of each term are given a reward.

#### Celebration Assembly

Weekly assemblies are held every Friday. Certificates are given out to reward outstanding demonstration of Learning Powers. Certificates are also given out regularly for children who are demonstrating JH Godwin's core values: commitment, honesty, respect and care.

#### Additional Strategies

Strategies such as Secret Student or Hidden Hero along with stickers and prizes can also be used within each class and by the Head teacher as a further reward for excellent work or behaviour.

#### Golden time

This is a reward of 'free choice' time or a class treat for consistently good behaviour. This is governed by the class teacher and is equal to 20 mins per week, taken according to timetable.

## SANCTIONS

Sanctions are linked to the attitude to learning grades. A warning will be given before a grade of 3, 4, or 5 is given. This is intended to re-focus the child and encourage improvement in behaviour and attitude.

A grade 5 will be given immediately for: aggression, violence, swearing, refusal or disrespect.

Discussions will take place with the child to help bring about appropriate behaviour and a change from a negative to a positive attitude to learning. Children will also be supported to self-regulate and accept responsibility for their actions. They will be asked to grade themselves after a period of calm reflection and to give their reasons for this grade.

### Standard procedure:

Grade 5s (per half term)	Sanction 1	Sanction 2	Parent communication
1	Missed lunch break	Miss an activity	Phone call or face-to face – class teacher
2	Missed lunch break	Miss an activity	Phone call or face-to face – class teacher
3	Missed lunch break	Miss an activity	Phone call – Deputy Head <b>Behaviour Plan discussed</b>
4	Learning away from peers	1:1 supervised play times	Phone call – Mrs Wetton and formal daily meeting. <b>Behaviour Plan set up</b>
5	Learning in another school – (day-to-day review)		Formal meetings
6	Official home exclusion		Formal meetings
7	Formal meeting to discuss alternative provision		Formal meetings

The Head and Deputy will regard each case based upon the needs of the child (diagnoses, personal circumstances etc.) and can alter the standard procedure accordingly.

### Individual Inclusion Plans for Behaviour

There are some children that have specific needs that can affect the way they behave. We pride ourselves on the support we provide to these children. Separate inclusion plans to enable these children to make the most of their learning time are implemented and reviewed regularly.

These plans have every child's needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on a behaviour inclusion plan who is disruptive in class will immediately continue their learning out of class until their behaviour improves.

### Lunchtime/ Breaktime grades

Children will be given a 4 or 5 for inappropriate behaviour, following the same warning and de-escalation procedures above. A grade 4 will be reported to the teacher and a 5 will be logged at the office accompanied by a phone call home.

### Positive Handling

All staff are trained in de-escalation strategies to support children in calming and improving their behaviour. In addition, staff are trained in paired positive handling strategies, to be used only as a last resort. Staff can positively handle children and take them to a place of safety for the following reasons:

1. They are endangering themselves or others.
2. If they are destroying property.
3. If they are verbally aggressive and are distressing others.
4. If they are refusing to leave an area deemed unsuitable.

### OUTCOMES

Adherence to this policy will promote the caring ethos of the school and ensure that behaviour systems throughout the school are consistent, rigorous and fair.