

Praise, Rewards and Sanctions Policy

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Rationale

It is the responsibility of all teaching staff to ensure that the school's praise, rewards and sanctions policy is applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

It cannot be overstated that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfillment of the pupils' academic and social goals.

Praise and Rewards

It is important that praise and rewards should always outnumber sanctions and that praise for good work or behaviour should be given as often as possible. Praise should always be given in equal measure to all pupils and we fully support the idea of 'intrinsic motivation' where pupils should be encouraged to succeed 'for their own sake' rather than necessarily for any tangible reward.

Praise and reward should be expressed by:

1. Verbal and written means
2. House Points (see new rewards system below)
3. Work put on display
4. Letters, phone calls and text messages to parents
5. High grades on reports
6. Comments made in the written report to parents
7. Certificates presented in Celebration Assemblies
8. House Cup awarded at Speech Day
9. Individual prizes awarded at Speech Day
10. Sports Colours
11. Music certificates

House Point Rewards System

From September 2013 a new system of praise and rewards comes into effect replacing the existing house points and token system. Each pupil is given a house coloured card bearing their name and a grid containing ten boxes. Subject teachers sign one, two or three boxes depending on the merit of each pupils' work (three seen as a maximum for any piece of work). Completed cards go to the Deputy Head and are placed into a draw. At the end of each half term (during celebration assembly) three cards are drawn out and three prizes awarded (in descending amounts). Suggested prizes include iTunes vouchers or other shop vouchers. Winning houses are awarded a non-uniform day each term and the overall winning house for the year earns an excursion off site in Term 3.

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The benefits of this system are as follows;

- Material rewards will override peer group pressure not to collect house points
- All pupils can potentially win the top prizes regardless of their academic ability
- The rewards are meaningful for pupils. Although this system appeals to pupils' materialism, evidence suggests that this actually works and has a positive effect on school work.
- Pupils completing the most cards (gaining the most house points) can also be praised for their endeavours separately.

Letters Phone Calls and Text Messages

Letters are seen as a positive and discrete way to praise pupils for their work and conduct. Each department will be responsible for creating their own letter template and sending letters of commendation (or department certificates) home to parents at their discretion. If departments choose to, they may do this at the end of each half term.

Members of the Senior Leadership Team may also send similar letters of commendation home to parents at their discretion to praise work, academic achievement or any other aspect of a pupil's progress. Phone calls or text messages may be used in a similar way.

Colours

School Colours are awarded to children who have excelled and shown great commitment in sport. Children are given a special school tie which they may wear. These awards are made entirely at the discretion of the PE Department.

Music Awards

The school operates its own music certification scheme as well as the standard grade exams which the children are encouraged to take. Many opportunities are provided for all musicians to perform in assemblies and on other occasions, promoting the value of music within the School.

Speech Day and Prize Giving

A number of academic, sporting, musical and community-based prizes are awarded annually at Speech Day in July of each year. Subject teachers and other boarding staff all participate in the selection of pupils for these awards and meetings are held where consensus is reached.

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Sanctions

At St John's we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

High standards of behaviour and a good attitude towards peers, school staff and the whole learning process are expected at all times. A combined effort from all members of staff should result in maintaining and even strengthening these standards of behaviour. With a consistent approach by all members of staff, pupils will more readily meet the targets set. The children should not mistake our family approach as being too casual and relaxed that they become over familiar with any members of staff. Staff should never turn a 'blind eye' to any incident which deserves recognition; a quiet word is often more effective than a raised voice. We handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. Therefore the policy in our EYFS will differ from the PYP and again from the Senior School.

In the Senior School we believe that:

- Sanctions must always be reasonable, never cruel or humiliating.
- Sanctions should never breed resentment
- Collective punishments should be avoided
- Suspicion should never be punished
- Public denouncement is destructive
- Where possible, the punishment should fit the crime (if a pupil draws on a desk, they should be made to clean the desk)
- Punishments for poor behaviour should not involve written work related to particular subjects (essay writing may undermine the English Department etc.)
- Punishments, where possible, should emphasise the idea of 'community' and how one's actions can be harmful to the school community

Staff Responsible

In all situations, it is primarily the duty of the teacher present to deal with poor behaviour or conduct before passing the matter on to form teachers or Head of Pastoral. Invariably, the vast majority of incidents can be dealt with 'on the spot' and staff are encouraged to use their own discretion to implement an appropriate sanction.

Immediate sanctions would include:

- Moving a pupils to another area of the classroom.
- Written or verbal apologies
- Loss of a lunchtime break to complete work unfinished in the lesson or for prep (subject teacher detention, discretionary)
- Any appropriate task, preferably community based

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Longer Term Sanctions would include:

- Formal detentions (with Head of Pastoral)
- Daily Target Card (issued by the Form Tutor. Parents would be notified of this)
- Removal from lessons for a short time (supervised by another member of staff)
- Removal from teams or other activities (such as boarding outings or fixtures)
- Assistance in regular duties or tasks given by colleagues.

Serious Sanctions would involve:

- Reporting to Head of Pastoral/Head of Studies
- Meetings with parents
- Headmaster's detention

Final Sanctions would include:

- Headmaster and Board of Trustees to decide final sanctions

Informing Parents by Letters and Phone Calls

Parents will be informed at all times about continued behaviour or work related issues (not just an isolated incident). In the first instance, Subject Teachers will contact parents about individual subject concerns, with Form Tutors and Key Stage Leaders only becoming involved for more persistent problems.

In the first instance, Subject Teachers will telephone home to discuss any work or behaviour concerns (eg. prep hasn't been completed on several occasions). If problems become more persistent, a department letter (checked by the Head of Studies or Head of Pastoral) may be sent to highlight any issues. At this stage, the Head of Studies or Head of Pastoral may need to intervene if similar problems exist in other subjects and take appropriate action.

Parents' evenings and written reports should not be the first time parents have been informed about ongoing concerns and it is the duty of all staff to keep parents up to date.