

Rewards at Winton Primary

All classes run a reward system for encouraging **good learning behaviour**. **Stars** are awarded for engagement in lessons and learning tasks completed to a high standard.

Stars are collected on a chart and contribute towards the award of a merit. If a child's learning behaviour is outstanding, a merit is awarded.

Merits contribute towards a bronze (20 merits), silver (30 merits) gold (50 merits) certificate. The certificate is presented in assembly.

In Keystage 1 a weekly certificate is awarded by each class teacher to the class '**star of the week**'. The criteria for this award is at the discretion of the class teacher, but they are strongly encouraged to include every child at least once during the school year.

Teachers are encouraged to contact parents whenever a pupil completes a learning target, and 'positive postcards' can be sent for this purpose.

The school is divided into 3 colour teams, each class in a year group belonging to a different colour. **Good social behaviour** is rewarded with **team tokens**. Team tokens are collected on a class basis, and the class with the highest number of tokens each week is awarded the **team cup**.

All staff are encouraged to award 2 team tokens a day when they see examples of good social behaviour. This could be an individual act of kindness in the playground, or a whole class moving around school calmly.

At the end of each term the colour team with the highest number of collected tokens can choose a special reward. These include games afternoons and mufti.

Each week every class enjoys a half hour **goldentime** to celebrate good learning and social behaviour. The children are able to contribute to the choice of activities to make this a valued reward.

Pupils who contribute to the school community are rewarded with certificates eg participation in clubs, school council, supporting younger members of the school at lunchtime, monitors.

Every pupil has a folder where they can celebrate their successes in school by filing photocopies of certificates or photos of events, building a record of achievement.

Sanctions at Winton Primary School

Minor or low level misdemeanours in class

If a child breaks a golden rule they are given a warning. If the behaviour continues a further warning is given. If the behaviour persists, time will be taken off golden time in 5 minute chunks.

Misdemeanours which prevent other children learning, or compromise their, or others safety in class

In these instances a warning may not be appropriate. The teacher can either remove goldentime minutes, or if very serious, ask the child to leave the class.

Pupils who are exited, go to a named 'buddy' teacher where they continue their work alone.

Incidents of exiting are recorded on the pupil's Integris file. When 3 incidents are recorded in a term, a standard letter is sent to parents inviting them to make an appointment with the headteacher.

Missed goldentime is spent sitting silently in a withdrawal room with the deputy head. A register is kept and class teachers given a copy each ½ term to log on the 'emotional tracking sheet'.

Misdemeanours in the playground at morning break or lunchtime play.

If a child breaks a playground golden rule they will be warned that their behaviour is unacceptable. Principles of restorative justice will be used to make the pupil aware of the consequences of their behaviour, and choices they have.

If the behaviour persists they will be asked to go into the time out zone. The member of staff will issue a green slip (red slip at lunchtime) which the pupil will give to their class teacher.

The teacher logs these slips on the 'emotional tracking sheet'. If the teacher is concerned at the frequency of time out slips, they will discuss the issue with parents/SLT/SENCO as appropriate, with the intention of reducing the incidence.

If a child compromises the safety of themselves or others, uses seriously inappropriate language, or displays extreme disrespect, they will be sent directly to the headteacher's office. The headteacher will do as he sees appropriate (remove playtimes, contact parents, exclude) dependent on the seriousness and frequency of the unacceptable behaviour. The head will complete a blue behaviour form to inform the class teacher of the incident and action taken. The class teacher will log these forms on the emotional tracking sheet, and call a meeting with parents/SLT/SENCO when they are aware that the incidence indicates the need for a behavioural IEP.

