



THOMAS'S FULHAM REWARDS AND SANCTIONS POLICY

This Policy complements and should be read in conjunction with the Thomas's Schools' Behaviour Policy.

INTRODUCTION

All staff, children and parents follow the Code of Conduct. We expect every member of the school community to behave in a considerate way towards others.

Our underlying principle is to encourage, praise and reward good behaviour, effort & work.

The school rule '**Be Kind**' and the school values (Humility and Givers not takers, Honesty and Respect, Leadership and Confidence, Kindness and Courtesy, Independence and Perseverance) are reinforced regularly through aspects of the PSHCE curriculum ('Learning for Life'), assemblies (led by class or staff), and Circle Time. They are also woven into the fabric of the culture of the school and teaching.

ROLES AND RESPONSIBILITIES

Teacher's Role

- Praise and reward the positive and be consistent.
- Circle Time can be used as a vehicle to encourage good behaviour and discourage poor behaviour.
- The staff member present deals with poor behaviour in the first instance. In the case of specialist staff all instances of poor behaviour are reported back to the class teacher.
- There is open dialogue with parents. Class teachers keep them informed of good behaviour and poor behaviour.
- There will be regular reinforcement of classroom rules.
- All staff have high behaviour expectations and treat all children fairly and equally.
- Staff draw attention to good behaviour to provide a model for children.
- We avoid long discussions as to why behaviour is unacceptable; young children's reasoning skills are not developed. The conversation will be frustrating for adults. Specific questions can be used in order to aid the pupils understanding of why they are in trouble and what effect it has had on themselves and others. Make sure the pupils know why their actions are unacceptable e.g. we do not kick because it is unkind and hurts people. Then remove them from the situation.
- If a child is removed from the classroom they will be supervised.
- We will only use physical restraint to prevent physical injury. Refer to the Thomas's

Behaviour Policy & Health & Safety Policy.

Role of the Head, Deputy Head and Assistant Head

- A record of incidents is kept on ISAMS
- The Head, Deputy and Assistant Head act in a supportive and advisory role to staff and should be kept fully informed of concerns
- Parental meetings will be arranged at our discretion
- Children should be sent to the Head, Deputy Head and Assistant Head for reasons of good as well as poor behaviour.

REWARDS

Rewards – Whole School

Rewards for good behaviour, effort & work.

- Head's award – Any exceptional work should be shared with CLT. Please send them to visit.
- One class member per week is entered into the Good Book (L/Sch), Commendation Book (P/Sch) congratulated in assembly and given a certificate. Reasons are many and varied; this can be for good work, effort, behaviour, school values'
- Golden Unicorns (GUs) – GUs are awarded to pupils of any age by any teacher for excellent work.
- Verbal praise from staff.
- Comments can be written in the Pupil Planner for parents to read.

Rewards for demonstrating the school values:

- Silver Unicorns (SUs) – SUs are awarded to any pupil by other pupils for demonstrating the school values. Teachers can also award these as well as learning habit stickers.

Rewards – Prep School

Rewards for good behaviour, effort & work.

- All prep school pupils are signed up to an online rewards system, Carrot rewards. Pupils collect reward points for excellent effort, work and/or displaying school values. These points then equate to prizes that can be earned throughout the year. They can check their individual progress through 'mystickers' website. Prizes range from stationery equipment to Heads Awards and vary in each year group to be age specific. Pupils can also receive Golden Unicorns if they produce outstanding work, where a teacher has deemed that significant effort has been evident.

Rewards – Year group specific

- Lower school use a variety of rewards from Lower school daily charts, stickers, to a marble jar system – pupils are awarded marbles for good behaviour, manners, team work etc., these are placed in a jar.

SANCTIONS

It is important for pupils to conduct their lives within a welcoming and kind community. Being a member of the school community implies a willingness to accept the school rules on all reasonable matters, particularly those relating to the school values and common sense.

We aim to create a positive atmosphere and accept that sanctions can be necessary. Staff act in a proportionate manner, considering each circumstance separately. It is vital that individual needs are taken into account.

Behaviour and Safeguarding

In assessing cases of poor behaviour, consideration should be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, from any issues of a safeguarding nature. In addition, consideration should be given as to whether poor behaviour could be the result of an unresolved special educational need or disability. Where this might be the case, the appropriate policy should be followed.

	Description	Sanctions
Step 1	Poor behaviour requiring teacher intervention for one off incidents. E.g. thoughtless behaviour, lack of organisation, low level disruption of lessons	Children may be asked to move position to be near a teacher or away from others if they are not listening or giving a task attention. Warning, followed by loss of rewards (carrots, moving down on chart) <u>Lower School specific</u> – If a child is disruptive in class the teacher gives the child two warnings (in simple language telling him/her that the behaviour is unacceptable) and if behaviour continues the child is moved down the <u>weather chart to the clouds</u>
Step 2	Repeated examples of the above in a short period of time. Disruptive behaviour, being unkind to others.	Pupils to be withdrawn from class/activities to complete work elsewhere (teacher to make contact with parents if this has happened via a PHONE CALL, email only if you can not get through). Note– <u>Pupils should never be sent to stand outside</u> . If behaviour continues the child is brought to see the Assistant/ Deputy Head. Persistent poor behaviour can result in a pupil losing part of their break and lunchtimes as well as losing carrot points/marbles. All Step 2 behaviour should be reported to the class teacher. ALL parent contact should be recorded on isams. <u>Lower School specific</u> – Pupils will continue to move down the weather chart if their behaviour does not improve after warnings. If they reach the <u>thundercloud</u> for any reason parents must be informed by phone call (only email if you cannot get through) Communication should be logged on isams

Step 3	Repeated incidents of poor behaviour over time or one off serious incident: i) Verbal Abuse ii) Racist Abuse iii) Violent incidents/Spitting at others v) Acting in a way that harms the reputation of the school	Contact made with parents in liaison with Heads of Year/ SLT Pastoral team, meetings held where necessary. ALL incidents of this nature should be recorded on isams and parents informed. Matters will be referred to Pastoral Leaders (Deputy and Assistant Head) Period of loss of privilege, loss of free time, reflection time, detention. Rewards can be taken away and Demerits issued, Parents to be informed of any Demerit given.
Step 4	Repeat of serious incidents	Report to Deputy/ Assistant Head (Pastoral) – Sanctions will be imposed on an individual basis in liaison with Head teacher. Parents will be called in for a meeting as a matter of course. After school detention, Internal Exclusion, Suspension
Step 5	Very Serious Incident: i) Smoking ii) Possession of illegal drugs iii) Arson iv) Possession of illegal weapons v) Breaking the law.	Repeat of offences making position at school untenable can lead to expulsion. Decisions made by Head and Principals.

NOTE- COMMUNICATION IN PUPIL PLANNERS SHOULD ONLY BE POSITIVE**STAFF SHOULD NOT INTRODUCE THEIR OWN REWARDS OR SANCTIONS WITHOUT PRIOR DISCUSSION WITH CLT**

At break times and lunchtimes children can be withdrawn from activities if they are struggling to cope with certain situations in order to stay calm. We have a nurture corner that can be used in these cases where teacher support will be available. Children can be placed in the nurture corner for an extended period of time until the teacher feels it is appropriate for them to join other playground activities again.

Extra Initiatives Rewards, Sanctions and Welfare)

- Encouragement Card – for a persistent behaviour/approach issue an encouragement system is operated. This will follow a discussion with teacher/parents and then the child. Each day is broken down into parts (see example below). Home input can be included to ensure the child knows everyone is ‘singing from the same song sheet’. A smile or sticker is put into each section if the child has reached discussed expectation. If not the box is left blank. Each week the target for smiles rises (probable start 10). We do not expect a full card of smiles; the

target must be achievable.

- Mentor – If deemed necessary a Teacher Mentor is put in place to meet with a pupil weekly to address any issues.
- A Behaviour Plan is put into action for pupils that are not responding to normal sanctions. See attached for example
- Serious incidents are dealt with by the Deputy or Assistant Head who holds a record of incidents on ISAMS, and then by the Head if necessary. Parents will be contacted in the case of serious or persistent behaviour incidents.

See also: [Anti-Bullying Policy \(main school and Thomas's Fulham specific\)](#), [Behaviour Policy](#), [Code of Conduct](#), [Online Safety Policy](#)

This policy will be reviewed annually			
Latest Review: November 2018	By:	Thomas's Fulham Senior Leadership Team	Changes made
Next Review: July 2019	By:	Thomas's Fulham Senior Leadership Team	Changes made
Next Review: July 2020	By:	Thomas's Fulham Senior Leadership Team	

Appendices

Appendix 1: Example of an Encouragement card

Appendix 2: Example of a Behaviour Plan

THOMAS'S FULHAM REWARDS AND SANCTIONS POLICY APPENDIX 1

Example of an Encouragement card



Pupil's name Encouragement Card



	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch					
After lunch					
At home					
Can you get 15 stickers this week? That is 3 a day! 😊					

Targets:

- Example - Keep your hands to yourself
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THOMAS'S FULHAM REWARDS AND SANCTIONS POLICY APPENDIX 2

Example of a Behaviour Plan

Thomas's Fulham Behaviour Plan

Name

Unacceptable Behaviours:

- Example - Answering back to teachers
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Consequences:

Mr Wild to be made aware of all above whether it escalates or not

1. Will vary pupil to pupil
- 2.
- 3.
- 4.

All aware of consequences above.

Meeting between

- 1.
- 2.
- 3.
- 4.
- 5.

Date

Date	Incident	Consequence	PW initial