



CROSFIELDS SCHOOL

REWARDS & SANCTIONS POLICY (A 4)

Person Responsible: Deputy Head (Pastoral)

Review Date: Autumn 2020

Next Review Due: Autumn 2021

Reference Documents/Websites:

Running the Room – Tom Bennett

Walkthrus – Tom Sherrington

Do detentions work – David Didau

When the adults change, everything changes – Paul Dix

Behaviour Disciplinary Procedures Policy (A 4)

Teaching and Learning Policy

Anti-bullying Policy (A 8)

Sanctions

Crosfields believes that children can flourish where there are clear, consistent and appropriate expectations for their behaviour. Poor behaviour is met with predictable, proportional and fair consequences. It is understood that sanctions do not cure misbehaviour but attempt to deter it and therefore more time should be spent on the teaching of good habits.

In terms of a sanction's effectiveness:

- certainty is more effective than severity
- immediacy is key
- consistency is key
- sanctions affect different pupils differently

Crosfields has a clear escalation of sanctions as seen in the Behaviour Disciplinary Procedures Policy. Repeated behaviour prompts escalation but also pastoral conversations alongside. Sanctions should be inconvenient; boring is fine.

Types of sanction include:

Verbal reprimand

Communication with parents

Meeting with Form Teacher, Head of Year or Senior Leadership Team member(s)

Restoration activities

Detention

Report card
Headmaster's Detention
Temporary exclusion
Permanent exclusion

A record of serious sanctions used is kept by the Headmaster.

Rewards

Rewards can be a very useful motivator, but on their own will not change behaviour. Our belief is 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 more often by praise. Other rewards including material goods, privileges or status symbols are to be used sparingly.

In terms of a reward's effectiveness:

- unexpected is key ('catch a pupil being good')
- rewards should be for the exception not the mediocre
- use sparingly

Types of reward include:

Verbal and written praise, including informing parents
Special Mentions
Certificates
Commendations
School Colours
Stickers, Stars, Merits
House Points
Cups, badges and trophies

This Policy also applies to EYFS.