

## **Procedures for Rewards and Behaviour Consequences**

### **Positive Recognition and Rewards**

Staff exhibit positive language at all times, leading by example. When exhibiting the school values, learners receive penguin tokens which accumulate into penguin pounds, redeemable in Pablo's shop. Additionally, a learner from each class is selected each week for Pupil of the Week, and parents are invited to this event. During this event, the year group with the highest attendance are also celebrated, alongside those that have read the most in Reading Plus, and those who have made the progress on Times Table Rock Stars. Furthermore, in exceptional cases, a postcard may be sent home to explain what positive behaviour has been exhibited, or where it would be especially impactful, a phone call may be made to parents.

### **Early Years Foundation Stage (EYFS)**

In EYFS, all pupils start each day on the 'Time To Shine' board. Positive behaviour is rewarded by moving the child's name on to the 'Super Star' board. If a child's name is on the 'Super Star' board at the end of the day, they receive a sticker on their chart.

### **Key Stage 1 (KS1) and Key Stage 2 (KS2)**

Penguins (house) Points are handed out daily for all types of good behaviour and academic progress and attainment. We aim to link as many rewards to the school values as possible. The penguin Points then accumulate and can be spent in Pablo's Shop each week.

Friday's 'Pupil of the Week' Assembly invites parents into school to celebrate their child's achievement with them. Each week the team scores are collected, and the winning house receives a Pengaball, which is displayed in the Main Hall.

At the end of the year, there is a special assembly where the winning team is announced and celebrated. A special reward is given to all members of the winning team.

Additionally, the school also sends home school value postcards for those learners who go above and beyond in their learning and demonstrate one of our school's values; Respect, Resilience, Aspiration, Responsibility, Integrity and Kindness.

## **Consequences at Penshurst Primary School**

### **Purpose**

We have the highest expectations of all of our learners and we are committed to providing a safe and purposeful learning environment where every learner can thrive and achieve their best. When learners do not meet our high expectations, it is crucial that this is addressed promptly to mitigate the potential impact on other learners and staff. This may include consequences that are issued on the same day or a more severe consequence. Possible consequences are outlined below and these are issued using our professional judgement on a case-by-case basis.

At Penshurst Primary School, we have a straightforward approach to issuing consequences to learners who do not meet our high expectations. Evidence clearly shows that sanctions are most effective when they are immediate and completed on the same day. This certainty of a sanction supports learners most effectively in correcting their behaviour in the future. The Consequences Matrix on page 36 clearly indicates the consequences that a learner can expect to receive if their behaviour does not meet our expectations.

- Verbal warnings are the first step in the sanction system. This is a reminder of the behaviour expectations and to warn learners of the next stage, which is a move within the lesson. At this stage, the teacher has a restorative conversation with the learner. Should the behaviour continue, this moves to a removal from the lesson or loss of free time..
- Before logging sanctions, the class teacher makes contact with the parents to inform them of the incident. Following this, the parents receive an email notification.
- In all cases, restorative circles are carried out independently and/or in groups (depending on the severity of the incident). In many instances, sanctions are decided by the learners, with the guidance of the staff member
- Penshurst is committed to a “Fresh Start” once any sanction has been completed and the restorative / reparative work has been done. Staff encourage learners to feel confident that they can move on and start afresh.

When a serious incident has occurred at the school, a full investigation will be undertaken. This will involve taking statements from learners and staff where needed. CCTV footage, where available may also be used to support the investigation. However, the school reserves the right not to share CCTV footage with parents and carers if the footage identifies other learners or staff within the school or the Headteacher deems there to be another reasonable reason not to do so. For further information, please refer to the Trust’s CCTV Policy which can be found on our website. Similarly, the names of learners providing statements will not be shared. Parents and carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate a learner during an investigation. When we have completed our investigation, parents / carers will be asked to attend the school to discuss the incident and possible ways of resolving the situation.

## EYFS

In EYFS, negative behaviour results in the child completing a restorative ‘time to fix it’ where the member of staff and child discuss ways to move forwards with kindness. If further negative behaviour occurs, a ‘Time Out’ is received by the pupil (parents are informed if this is more than an isolated incident).

