



# **BEHAVIOUR, REWARDS & SANCTIONS POLICY**

**RGS The Grange**  
**September 2024**

Wendy Wreghitt, Deputy Head

**RGS THE GRANGE**

# BEHAVIOUR, REWARDS & SANCTIONS POLICY

---

The Behaviour, Rewards & Sanctions policy at RGS The Grange is designed to foster a collaborative environment where pupils, staff, and parents share the responsibility of creating a successful and happy school atmosphere. We believe that courtesy, cooperation, and common sense are essential components of a child's education and development. Our goal is to provide a friendly, caring, calm, and orderly environment where children can enjoy learning, and we are committed to recognising and rewarding good behaviour appropriately. RGS The Grange maintains high expectations for all its pupils.

## Principles

- To instil in each pupil an awareness of, and a respect for, the needs of others.
- Each pupil should recognise the need to act responsibly and to be self-disciplined, remembering that he or she is part of a community.
- To promote a respect for authority.
- To create an atmosphere in which learning can take place.
- The aims will be met by a variety of means including assemblies and the PSHE programme. In addition the ethos of the school, the day to day relationships between staff and pupils and the example set by staff are an integral part of promoting good behaviour.

## Aims

- To create a positive and safe environment for learning.
- To promote a culture based on achievement, care and support.
- To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions in order to avoid and resist racism.
- To enable pupils to work in an atmosphere of security, respect and trust.
- To establish an ordered and purposeful atmosphere in all classrooms.
- To recognise and reward good behaviour.
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- To promote an understanding of boundaries for behaviour which construct rather than crush and allow individuality within an orderly environment.

## Objectives

- All staff have a common responsibility for maintaining good behaviour.
- Pupils are expected to be honest, considerate, and tolerant and to take pride in their appearance and work.
- Parents are expected to support the school in all matters of behaviour by encouraging their children to have a positive attitude towards the standards and ethos of the school and to develop good practice in all situations.
- Establish a system of rewards, sanctions and support that is understood by everyone.
- Ensure that rewards and sanctions are applied consistently by everyone.

- Ensure that all pupils have the opportunity to achieve their potential in a culture where praise and achievement are valued.

## **EQUALITY, DIVERSITY & INCLUSION**

---

At RGS The Grange, the fundamental goal when promoting equality is to raise awareness and make sure that all individuals – children and staff are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. Diversity within our school is about embracing our unique identities. This is not only about what we can see on the outside but the core of who we are and what makes us unique.

When children are taught to respect diversity, they gain knowledge and understanding that can help them improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, our goal is to support our children in leaving RGS The Grange with positive and open-minded attitudes. **We will challenge and guide children if they display behaviour that does not reflect this ethos.**

To promote Equality, Diversity & Inclusion at RGS The Grange we consider the following key principles:

- All children are equal regardless of their religious beliefs, race, gender, disability, sexual orientation and gender identity
- Differences are respected, recognised, and valued because diversity is a strength.
- Positive relationships and attitudes are fostered throughout the school.
- We have the highest expectations for all our children
- A shared sense of belonging and inclusion is encouraged in the classroom.

## **RECORDING OF REWARDS & SANCTIONS**

---

All rewards and sanctions issued by a member of staff should be recorded in the appropriate place. (See below). This will either be electronically (iSAMS) and/or in the Homework Diary depending on which section of the school. Records of all our rewards and sanctions are reviewed by the Deputy Head, Head of PrePrep, Head of Early Years, Heads of Section and/or Form Teachers at regular intervals.

## EARLY YEARS FOUNDATION STAGE

---

At RGS The Grange, we use positive reinforcement through verbal praise, stickers and positive reactions to enhance self-esteem, positive behaviour, and relationships within the school. Each class, during circle time talk about their rules which include;

- Kind hands, feet, and mouths
- Good sitting
- Eyes looking
- Ears listening

These rules are displayed in the classroom and presented with pictures as reminders where possible.

### **Rewards and Positive Reinforcement:**

- **Pre-School and Reception Classes:** Awarded stickers for good work, effort, or behaviour, which the children wear on their jumper or shirt.
- **Pre-School Reward System:**
  - All children start on the Rocket.
  - For positive behaviour, following rules, and hard work, they move to the Cloud, then the Star, and finally the Superstar.
  - When a child reaches the Superstar, the whole group stops to sing a song with a dance, and a certificate is presented for the child to take home.
- **Reception Reward System:**
  - All children start the day on the Sunshine.
  - Positive behaviour and hard work move them to the Rainbow and then the Pot of Gold.
  - Poor behaviour or not following classroom rules, after a warning, result in a move down to the Rain Cloud or Thunder Cloud.

### **Positive Behaviour:**

- Praise for good behaviour and positive reinforcement are emphasised.
- Inappropriate behaviour is explained firmly but sensitively, with the option to withdraw the child from the activity or situation for a short period.

### **Parental Involvement:**

- If children do not respond to positive reinforcement and repeatedly make poor behaviour choices, the Key Person or Room Leader will speak with parents.

- Parents are encouraged to discuss making the correct choices in school with their child.

### **Celebrating Success Assembly:**

- Held once a week for EYFS and Pre-Prep.
- An opportunity for staff and children to share and celebrate good work or behaviour from the week.
- Staff reward children who demonstrate the School's Learning Characteristics/'Buzz Words'.

### **Responsibility for Behaviour Matters:**

- All behaviour matters in the Early Years Foundation Stage are managed by the Head of Early Years and the Pre-School and Nursery Leaders.
- More serious matters are overseen by the Deputy Head and Headmaster.

## **YEAR ONE AND TWO**

---

In Years One and Two, we further develop the Rewards and Positive Reinforcement system that was introduced in Early Years.

In Years One and Two the Behaviour Management system centres around the zone board system. This is a hierarchical coloured zone system. Displayed in a high profile area of the classroom, accessible to all children:

Gold

Silver

Green

Yellow

Red

The children all have their name on cards. They start the day with their cards in the green zone. Whatever happens during the day the children always have a "new day, new start" and their cards return to green at home time.

Good behaviour is then rewarded with the children moving their names up the zone board into silver and then consequently the gold zone. Classes may

have separate rewards for moving into the higher zones. These may include but are not limited to stickers and certificates.

Negative behaviour results in a move down the zone board. Moves down can happen whichever zone the children are in. If the children end the day in the yellow zone they will miss 5 to 10 minutes of tomorrow's morning break time. If the children end the day in the red zone they will have an appropriate sanction for their behaviour. This could mean missing additional minutes from playtime, lunchtime, being sent to Head of Pre-Pre, Deputy Head Pastoral for reflection on their consequences or a note home to parents.

The children will have the opportunity to correct their behaviour throughout the day. If the child is still in red zone at the end of the day that will usually indicate they have demonstrated persistent negative behaviour.

Children are awarded house points for good work, effort and behaviour. These are collected and totalled on an individual and House basis at the end of every term. Once the children have reached milestones in their house point total they receive a certificate. House points are recorded electronically as well as in the classroom. There will also be awards for the pupil in each year group that gain the most House points throughout the whole year.

Once a week we have a short 'Celebrating Success' assembly which is an opportunity for all the staff and children in both EYFS and Pre-Prep to meet together and share good work or behaviour that has occurred during the week. Staff are encouraged to reward 'Celebrating Success' to children who have demonstrated the School's Learning Characteristics/ 'Buzz Words'.

All behaviour matters relating to Years One and Two are the responsibility of The Head of PrePrep, and the PrePrep Teachers. The Deputy Head and Headmaster have oversight of all more serious matters.

## **YEAR THREE, FOUR, FIVE & SIX**

---

We expect all pupils to maintain a level of self-discipline appropriate to their age at all times and to be courteous and polite to other pupils and adults alike. Pupils are encouraged to realise that they encounter choices throughout their education and the decision to behave well or badly has appropriate consequences. Our philosophy is that good behaviour should be recognised and rewarded wherever possible and our golden school rule is 'always treat others as you would like to be treated'.

### **Rewards**

---

The great majority of our pupils work hard and behave well in school. Staff are expected to recognise, comment upon and, where appropriate, reward such good behaviour. Such rewards include:

- Praise from the member of staff
- Written comments in books and on work
- Showing work or sharing achievement with other members of staff
- House points
- Celebrating Success
- Class Merits
- Headmaster's Award (certificate)

### **House Points and Community House Tokens**

Children are awarded House Points for good work, effort and behaviour. These are collected and totaled on an individual and House basis at the end of every term. Once children have reached certain milestones in their House point total, they receive a starred badge in the colour of their House as well as a House certificate - Bronze, Silver and Gold.

**Community House Tokens** are awarded for any act of kindness, help or anything perceived as thoughtful. The key is that it is an independent thought from the child rather than from a member of staff asking a child to help.

### **Class Merits**

A class merit is given when a class collectively works or behaves particularly well or achieves some form of class target termly. The class merit is converted to a 'free' activity as chosen by the children in consultation with their teacher.

### **Celebrating Success Assemblies**

Every week, a Prep 'Celebrating Success Assembly' takes place. Teachers nominate a child in their class who has achieved something special or who has displayed a particular 'intellectual character' or learning disposition. They are called to the front to be congratulated by either the Headmaster, Deputy Head or other SLT staff. The success is displayed on the Celebrating Success board and appears in the weekly newsletter, 'eLink'.

### **Headmaster's Award**

Awarded by the Headmaster for outstanding work or deed performed by the pupil, sometimes by recommendation from a teacher. These are recorded in their Homework Diaries and the pupil will also receive a special certificate in an assembly.

### **Certificates**

Specific certificates of achievement can be issued by any member of staff and given to pupils in an assembly. These can then be added to a pupil's record of achievement. They may be from a variety of sources and of different designs.

### **Speech Day Achievements for Year Six Pupils**

Staff recommend these in accordance with the guidelines or celebrating the achievements of all Year Six children.

Children are rewarded for demonstrating our intellectual characteristics and learning dispositions as well as for the more traditional academic and sporting prizes.

### **Form Captain**

Are nominated every half term in Years 1-6. Children have the responsibility of helping the form teacher in a number of different ways

### **House Captain/Vice Captain**

Year 6 children are nominated to take on the role of House Captain and Vice Captain for a period of one term. The responsibility is to coordinate and support the teachers in the running of various House Competitions.

### **Year Six Leadership Roles**

Year Six pupils take on a leadership role as part of their final year responsibilities. Each role has its own specific criteria. These roles include:

- Librarians
- Eco Ambassadors
- STEAM Ambassadors
- Language Ambassadors
- Music Ambassadors
- School Council Representatives
- Digital Leaders/Lego Leaders
- Prep Pastoral Leaders
- Sports/Playground Leaders
- Drama Ambassadors
- Art Ambassadors
- Pre-Prep Buddies
- Charity & Global Citizens

## **SANCTIONS & BEHAVIOUR BOUNDARIES**

---

In the case of inappropriate behaviour or poor work (in relation to that child's ability) sanctions are delivered through the following system. It is expected that in most cases progress will be through the steps but a pupil may be referred to any step should his/her action merit it.

### **Step 1: Verbal Warnings, Yellow & Red Cards**



## **Behaviours:**

- Failure to listen to instructions
- Shouting out in class
- Lateness to lessons
- Inappropriate dress code
- Eating in corridors, late homework
- Unkindness
- Forgetting kit
- Running in corridors
- Talking in assembly
- Loitering in cloakrooms/changing rooms/toilets & classrooms

## **Consequences:**

- Verbal Warning: Issued by staff members.
- Yellow or Red Card: Issued if behaviour continues.
  - Yellow Card: 5 minutes of break time served.
  - Red Card: 10 minutes of break time served.
  - Immediate issuance possible without prior verbal warning.
  - Persistent poor behaviour after a red card results in a straight negative.
- Special Situations: Applied consistently in all school activities and clubs.
- Repeated Offences: Two red cards in one week leading to a third red card results in the third red card being recorded as a Negative.

## **Step 2: Negative**

### **Behaviours:**

- Disruption of classes
- Poor behaviour in cloakrooms, changing rooms/toilets & classrooms
- Rudeness
- Unkindness
- Not telling the truth
- Squabbling

### **Consequences:**

- Sanctions: Missing break time or undertaking specific tasks.
- Communication:
  - Noted in the Homework Diary for younger students.
  - Older children encouraged to inform parents and discuss reasons.
- Repeated Offences: Three Negatives in a term lead to an automatic School Detention.
- Recording: Logged in the school's behaviour tracking system/ISAMS.

### **Step 3: School Detention**

#### **Behaviours:**

- Disobedience
- Making unkind remarks
- Inappropriate use of technology
- Cheating
- Anti-social behaviour
- Persistent teasing
- Aggression towards a fellow pupil
- Hitting, kicking, pushing & biting
- Answering an adult back
- Rudeness
- Damaging property
- Hiding/moving others' property
- Untruthful statements
- Racist and sexist comments
- Lying
- Inappropriate language/swearing

#### **Consequences:**

- Communication:
  - Parents informed via letter or phone call.
  - Possible meeting with parents.
- Recording: Logged in the school's behaviour tracking system/ISAMS.
- Detention: Held at lunchtime or after school.
- Report Cards: Issued for persistent issues, reviewed daily and weekly with appropriate staff.

### **Step 4: Headmaster's Detention**

#### **Behaviours:**

- Disobedience
- Making unkind remarks
- Inappropriate use of technology
- Cheating
- Anti-social behaviour
- Persistent teasing
- Aggression towards a fellow pupil
- Hitting, kicking, pushing & biting
- Answering an adult back
- Rudeness
- Damaging property
- Hiding/moving others' property
- Untruthful statements
- Racist and sexist comments
- Lying
- Inappropriate language/swearing

## **Consequences:**

- Communication:
  - Confirmation letter sent to parents.
  - Meeting with the Headmaster.
- Recording: Logged in the school's behaviour tracking system/ISAMS.
- Further Consequences: Possible exclusion from events or additional sanctions at the Headmaster's discretion.
- Detention: Held at lunchtime or after school.

## **Step 5: Headmaster's Exclusion Sanction**

### **Behaviours:**

- Continued breach of Step 4 or very serious incidents.

### **Consequences:**

- Communication:
  - Meeting with the Headmaster.
  - Written notice to parents.
- Sanctions:
  - Temporary exclusion (internal or external)
  - Permanent exclusion
  - Additional consequences at the Headmaster's discretion, such as exclusion from events.

All behaviour matters relating to Prep are the responsibility of The Head of Years Three and Four, The Head of Years Five and Six (Senior Pastoral Lead). The Deputy Head and Headmaster have oversight of all more serious matters.

## **Additional Points:**

### **Homework Diary:**

- Used to communicate unsatisfactory behaviour and/or work.
- Parents are encouraged to use this for communication with staff.
- For Years 5 & 6, communication will be via email or a meeting with parents.

### **Suspension:**

- The Governing Body is informed of all external suspensions, with records kept by the Deputy Head.

### **Expulsion:**

- In extreme cases, the Headmaster may decide to exclude a pupil from the School.

- The Governing Body is informed of all expulsions.

**Note on Corporal Punishment:**

- No corporal punishment is allowed at RGS The Grange.

**THE RELEVANT, AGE APPROPRIATE SECTIONS OF THIS POLICY APPLY TO ALL PUPILS, INCLUDING THOSE IN EYFS.**

Sponsor: Headmaster

Wendy Wreghitt, Deputy Head

June 2011

Reviewed January 2015, amended December 2015

Reviewed & Amended August 2016, January 2017, July 2017, August 2019

August 2020 ( W Wreghitt)

August 2021

August 2022

August 2023

Reviewed & Amended

June 2024 W Wreghitt

Reviewed and Re-endorsed in September 2016 by Chairman of Board of Governors

Re-endorsed in August 2017 by Chairman of Board of Governors