



FARNEY CLOSE SCHOOL

Reward and Sanctions Policy

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Signed	
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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

Intent

Please note that this applies to our secondary school provision only.

At Farney Close School we understand that behaviour is often a form of communication for children and young people, especially those who attending schools, such as ours. We encourage staff to look at the functions of behaviour wherever possible in order to meet the needs of our young people quickly and effectively. We have a deliberately positive approach to young person behaviour support, with a clear emphasis on the reward of positive effort, progress and appropriate behaviours. Inappropriate and anti-social behaviour is initially dealt with in a low-key manner wherever possible, resulting in as little negative attention as possible in order to enable young people to return to learning and repair relationships quickly. Our focus in the use of Rewards and Sanctions is to recognise and celebrate success or to get students back to learning quickly and effectively wherever possible.

Implementation

There is a daily points system that supports positive behaviour during the school day:

Monday to Thursdays – A maximum of 30 points can be accumulated

Fridays – A Maximum of 18 points can be accumulated

1 point for conduct at morning break

1 point for conduct at lunch break

2 points in morning tutor / assembly

1 point in afternoon tutor

5 points in each lesson

Lesson Points are awarded for:

1 point - Arriving and managing the first 15 minutes well

2 points – Treating peers with respect and appropriate attitude

2 point – Treating adults with respect and appropriate attitude

Break Points

Points are also earned at break times: **1** for morning break & **1** for lunch break. These points are awarded for appropriate behaviour and interaction between young people and towards adults and lining up promptly. Play fighting and being out of bounds is not acceptable.

Tutor Points

1 or 2 Points are awarded for appropriate interaction, a positive contribution to the group and making a generally good start to the day.

Young people below point threshold

Young people who score 25 out of 30 or lower Monday to Thursday, or 19 out of 23 or lower on a Friday will attend a formal life skills session where they can complete a guided reflection with support from an adult at the end of the day.

POINTS AND REWARDS

Every young person gains 3 pence for every point they earn. The total earnings are collated, and each half term money goes to Houses for residential pupils, and to the day pastoral worker for day pupil. Please refer to the pocket money policy for further details.

For all young people there are also extra incentives to celebrate their behaviour such as reward evenings and trips out.

CLASSROOM EXPECTATIONS

The overall daily school points system applies and should provide a model of basic expectations between all Teachers and Teaching Assistants.

However, the criteria in themselves are not sufficient and do not fully represent the type of basic expectations that all Teachers should have as good practice. It is in the nature of a number of our young people to be reactive and in this regard, it is essential we set about standardising some aspect of our classroom management.

BEGINNING AND ENDING LESSONS

1. Young people should enter classrooms in an orderly fashion. Not to achieve this often sets the lesson off on the wrong foot. If you know that certain young people clash, this is an ideal time to direct them to sit where they will be less likely to be antagonistic. If you are unable to achieve this, try to marginalise the situation by isolating young people at various stations in the line. Or walk to the destination with the young people you know to be troublesome. This need not be in a heavy supervisory way; you could talk about the forthcoming lesson, the weather, anything, so long as it displaces their focus on acting inappropriately.
2. Listen to the comments and observations of your working colleagues (Teachers, TAs + RSCW's) about the moods and behaviours of the young people you are about to have in the day. This can help you predict possible problems before they occur, giving you an opportunity to consider various options before they occur.

3. If a young person is struggling to settle at the beginning of a lesson and you have a classroom assistant with you, it may be useful to consider asking them to take the young person for some time out to either undertake a different learning activity, an activity that might refocus them such as reading or where needed a sensory break. We may also enlist the support of care colleagues with positive relationships with certain young people to support in these opportunities too.
4. If a young person starts the lesson by saying that they want some time out, suggest to them that they can have that in the room, sitting quietly at their desk and that they can begin their work when they have recovered composure.
5. Make sure that young people are polite to you as an adult, using 'please' and 'thank you' as well as speaking in a moderate and undemanding tone. It is important that all adults model this level of mutual respectful communication and interaction.
6. Plan your lesson so that there is sufficient time for young people to leave the lesson with their books and equipment put away and the area around their desk and classroom in general is left tidy. Make sure that young people are sat quietly, ready to leave. On leaving the room, young people should line up at the door, and then escort the group to the break/lunch area.
7. Teachers and Teaching Assistants (TAs) need to be on time at the beginning and end of breaks to support both their colleagues and ensure the smooth transition from break to class.
8. Move from the end break as soon as possible and start the lesson on time. This sends the message that you consider education to be important and that your time is equally valuable.
9. Do not finish the lesson too early, this often leads to trouble between bored/unoccupied children who are aimlessly waiting around for something to happen.

IN THE CLASSROOM

1. To help prevent incidents occurring amongst young people, minimise their movement around the classroom as much as possible, particularly only allowing one or two at a time to be out of their seat. Of course, practical lessons prevent such an approach but as a general rule, it is best that young people request permission to move around. Having said this, one should always consider the need for young people to develop their independent learning skills, which includes the ability to obtain information / equipment around the room. This reinforces patterns of good behaviour and sends a clear message to young people that it is your room and not just a place where they go to for a few periods a week. Therefore, it is essential that teachers organise their room to

accommodate this. This will require set routine and designated areas of access, so that children are familiar with the expectation and procedure.

2. **It is important to correct all inappropriate language and behaviour.** The use of both the points system and the merit system can be of assistance in this, but quick reminders in the moment also reinforce our expectations and help students to modify this, at times, ingrained behaviour over time.
3. Young people are not allowed to have electrical / battery operated equipment (including any SMART devices such as smart watches) in class unless supplied to them as part of the lesson. If they come to class with such equipment, then it should be confiscated and returned at the end of the day, or given to the young person's Link-Worker. If young people are persistent in this behaviour, then it will be either confiscated until they next go home, or it will be sent home.
4. Ensure that work is well differentiated and appropriate to the level and ability of the young person. Without doubt this is one of the biggest causes of frustration and out acting behaviour if it is not properly addressed.
5. The first 15 mins of each lesson is a vital time in ensuring that all present get the full amount from the lesson so create a calm atmosphere which send the message that you are in control of the room.
6. If you have a classroom assistant use them wisely when you know difficulties are likely to arise, for example at the beginning of the lesson, place them strategically with young people who persistently call out for help or attention. Be careful though that this does not lead to those who shout loudest being the only ones who are attended to.

The support strategies outlined those below should be used at all times.

1. Request that young people only speak one at a time when answering questions and show respect for each other.
2. Be aware that some young people constantly demand attention and manage this appropriately.
3. Young people are quiet and focussed when instructions are given out.
4. Emphasise the need for good manners and social graces, acknowledging these where possible.
5. Do not allow young people to move furniture around the room. Set your room out in the way you like to keep it in general. This emphasises both your ownership of the room and gives a clear message about the things you value.
6. Take good care of the stock you hand out to young people, making sure they are aware that you know exactly what has been given out and that you regard it as your own. Expect it to be returned in good order. Once again this sends a

clear message about your expectations and personal values in the classroom. It also ensures that you have the necessary equipment to do your job, making it readily available as well as cutting down on wastage.

7. If you have to move rooms because a young person is being overly disruptive, Inform a senior member of staff / R.S.C.W. duty person.
8. Many of our young people have poorly developed literacy skills, and as such, they are likely have difficulty if work is not set out for them in bite size chunks and matched according to their ability. It is always useful to set out a **word wall or vocabulary sheet/mat** for programmes of study. This should emphasise key concept words that will be referred to and, at the same time, help spelling and word recognition.

MOVEMENT

1. All groups should move as a cohesive unit to and from lessons and staff are expected to be at the threshold of classrooms in order to observe movement at points of transition.
2. All groups should stay in close proximity to the adult in charge, when moving around the building during lessons or at specific parts of the day, who should be able to stop the group as a whole at any time.
3. When groups/individuals come in to contact within each other, they should **not**:
 - Shout at each other.
 - Chase each other.
 - Ridicule each other.
 - Verbally abuse each other.
 - Physically abuse each other.
 - Damage property.
 - Disrupt the learning of others in the school environment

PERMITTED SANCTIONS RELATING TO THE SCHOOL DAY

1. Young people should be allocated points according to the criteria of common expectations in the classroom and in other key parts of the day.
2. If young people damage equipment, they should be charged according to the replacement cost. A list of costs is available from the accounts department and site manager. In some cases, a nominal contribution is sufficient. This can come from pocket money where it is available, or parents/carers may need to be billed.

3. Teachers may detain a young person during the school day during any unstructured time or when the school day finishes at 4pm. If Day pupils are to be detained after 4 p.m., the day duty care team should be informed and requested to contact the taxi service. This person will also inform the young person's parents, stating the reason for the Detention.
5. The Amber room or/and the Hush are available for young people in distress or who genuinely require time out of class.
6. If a Teaching Assistant is available in a lesson where a young person is unable to focus and impacting on the learning of others, it would be appropriate for them to withdraw the young person and do some individual work. The frequency of this needs to be monitored to ensure that certain young people are not using this to avoid demands across the curriculum.
7. If a young person leaves class without permission, it is the teacher's responsibility to ensure that the young person is observed and where this is not possible, notify the Duty team and then follow up with the young person and ensure that they complete any work missed.
8. If a young person damages any part of the classroom or furnishings, this should be recorded on their expenses sheet of the pocket money spreadsheet, to ensure that costs are recovered.

Specific considerations when using Detention as a sanction

What is the intent of setting young people Detention?

1. To give young people the opportunity to reflect on any difficulties they may have encountered in the school day, but also any successes.
2. To allow young people to see that there are consequences for inappropriate behaviour and attitudes.
3. To positively re-enforce appropriate classroom behaviour and attitudes.
4. To provide opportunities for young people to catch up on important work that they have missed during the school day.

Can teachers use their discretion in Detention?

Teachers taking Detentions need to ensure that those attending work in silence and complete a reflection sheet before starting on any work outstanding from the morning/afternoon. Detention should be a place that discourages any child or young person from wishing to attend.

It may also be an appropriate use of discretion to agree with or instruct a young person to attend the next Detention session because of difficulties they are

experiencing during the Detention session. In order to ensure that the point of Detention is not undermined by overuse of discretion, teachers should use this facility sparingly and consult with the Head of Education before doing so.

Devaluing the credibility of Detention.

It is vital for the credibility of the Detention system that:

- Young people do not persuade/manipulate/bully teachers into using discretion over attendance or periods of time in Detention.
- Supplementary points are not given easily
- Teachers adhere strictly to the guidelines and expectations of behaviour and attitudes, as defined in "Classroom Expectations".

REWARDS AND REINFORCEMENTS

1. Talk about consequences, right and wrong decision-making.
2. Remember the power of public praise.
3. Try to resolve any conflicts encountered before they move to the next lesson. If you are unable to do so seek support from other day duty staff.
4. Allow young people to show the work they are proud of to senior management and leadership if they wish, but at an appropriate time.
5. Display good work whenever possible. Update display work at least termly.
6. Make positive comments on young people work when marking, following the SIR marking policy.

DO NOT

1. Publicly berate / criticise a young person if possible.
2. Use any derogatory comments (including 'banter') which may cause harm or embarrassment, such as 'stupid' or 'liar' for example **or** dismissive language with young people when they are presenting challenge, such as 'I don't care' or 'I'm not listening' as this undermines relationships and possibly reinforces previous negative experience.

3. Raise your voice as the young person is likely to mirror this which only leads to an escalation of the situation.
4. Threaten a sanction you are unable or unwilling to carry out. This only leads to the loss of personal credibility.
5. Rescind a sanction. If difficulties occur, request support.

DO

1. Read this policy fully. Ask questions if you are unsure of ANYTHING.
2. Instil upon young people the idea of completing a task, i.e. Start and Finish. This should apply to work and behaviour.
3. Do talk to young people to resolve a conflict after the situation has cooled down.
4. Be persistent in following up problems / issues, so that they are not carried over to later lessons.
5. Remember that all young people have a right to the National Curriculum; therefore, differentiation is their right and is frequently the road to successful lessons and relationships.
6. Treat young people with respect and try not to hold a grudge after an incident. Confrontation is not usually aimed specifically at a person; rather it is often an expression of inner emotional turmoil, frustration or an entrenched behavioural pattern.
6. Leave a "way out" for yourself and the young people when confrontation occurs. Use de-escalation strategies, which promote opportunities where neither party involved is seen as a loser. If this unavoidable or impractical, ensure that you have sufficient support / assistance at hand should the situation escalate. The ultimate 'victory' is that young people return to learning and lessons resume.
7. Encouraging and supporting young people to make the right choice that will ultimately benefit them, both in the short and long term.

Impact of Effective Reward and Sanction

1. Consistency, repetition and routine, rules and boundaries are fundamental aspects of behaviour support for all young people, especially ours.
2. The more all members of staff operate from similar baseline expectations, the more receptive young people will be.
3. The use of observation, timely intervention and a sense of humour, frequently makes life easier for you and the young people.

4. Young people who frequently have few internal boundaries need structure to be brought into their lives to operate in groups. Therefore, set overt structures. Although they may resent them initially, they will quickly adapt if they are fair and evenly applied to all. For many young people a lack of structure breeds uncertainty. Structures and boundaries help them to predict situations and bring a sense of security.
5. Any member of staff who does not use the expectations outlined in the policy above is undermining the Behaviour Support Policy, and their colleagues, making everyone's job more difficult than it need be.
6. Young people who have the above feel safe and therefore more ready to learn.
7. Young people who are shown consideration, kindness and respect are more likely to emulate these behaviours we want to see in them.
8. Young people who are communicated with clearly, calmly, and consistently about the consequences of their behaviour are more likely to engage with staff and accept those consequences if they are needed.