



King's College School
The British School of Madrid

La Moraleja

Rewards and Sanctions Policy

The King's College School Rewards and Sanctions Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The over-arching principle for the creation and application of this policy is the establishment of clarity and consistency for the College as a community of pupils, staff and parents in regard to how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and to negatively reinforce inappropriate behaviour.

Aims

- To celebrate the success of the pupils in all aspects of school life.
- To promote the Golden Rules and the Core Values highlighted in the Code of Conduct.
- To support the staff to ensure teaching and learning can take place in a positive working environment.
- To encourage good behaviour by publicising and rewarding effort and success.
- To ensure pupils know that unacceptable behaviour has consequences and to be clear about the resulting sanctions.

Everyone has the right

- To feel safe, healthy and happy in school.
- To be treated with respect, dignity and equality.
- To learn, teach or do their job in school.

Rewards

Success, effort and good behaviour are celebrated. Teachers use verbal praise as much as possible wherever and whenever it is appropriate.

Rewards should be given to pupils for good work, good behavior, and good citizenship.

Sanctions

It must be understood that certain behaviour will be considered unacceptable and will result in age appropriate disciplinary procedures.

Primary Rewards and Sanctions

Children in the Key Stage 1, Key Stage 2 and EYFS are rewarded and sanctioned with regards to keeping the six Golden Rules. Children are expected to:



King's College School
The British School of Madrid

La Moraleja

Be kind and helpful.

Be honest.

Work hard.

Be gentle.

Listen

Look after property.

Rewards in the Primary School

Class teachers reward children through verbal feedback and praise. Teachers use specific language to show the children exactly what it is that the child is being praised for. E.g. I like the way you listened to my instructions to complete your work.

In Key Stage 1 and EYFS each class has a behaviour chart displayed which consists of a rainbow, a sunshine, a grey cloud and stormy cloud. Each child has their laminated name card placed on the Sunshine each morning. The children can be moved to the rainbow for adhering to the Golden Rules during lessons. E.g. working hard, listening well.

Dojo points are also awarded to the children for keeping the Golden rules and school rules outside of the classroom. E.g. for speaking English in the corridor.

In Years 1 and year 2, these Dojo points are recorded on the Dojo website. The children can log on to see their Dojo points and their Dojo avatar. The children have to collect twenty Dojo points to get a prize on the Dojo website. The parents can log in to the Class Dojo website to see updates about their child and messages from the class teachers. The parents can also respond to these messages, communicating with the class teacher through the Class Dojo website.

In Key Stage 2, children are rewarded with house points for demonstrating they have progressed in a lesson and are achieving. Dojo points are awarded for positive behaviour such as: speaking correct English, remembering PE kit, being on task and good listening. In each class the child with the most dojos at the end of the week receives recognition of this within the class.

When children have achieved 100 Dojo points they are given their own log in to change their avatar. For every 5 dojo points received children are awarded a house point. The parents can log in to the Class Dojo website to see updates about their child and messages from the class teachers. The parents can also respond to these messages, communicating with the class teacher through the Class Dojo website. House points and golden time are recorded on the class rewards



King's College School

The British School of Madrid

La Moraleja

and sanctions chart. This is displayed positively in classrooms. Its main focus is to highlight and display the children who have earned all their Golden Time during the week and to show the progress of house points earned. A small part of the display is used to record children who may have received a sanction resulting in loss of Golden Time.

In the Primary School, Star of the week is awarded to one child per week from each class and shared in a celebration assembly. These awards should relate to the Golden Rules.

In Key Stage 2, a positive note home will be sent via iSams if a child has been awarded "Star of the week" or has demonstrated particularly impressive behaviour. There is also an opportunity for children to be given a special mention in assembly if they have produced particularly outstanding work or demonstrated impressive behaviour, inside or outside of school.

For outstanding work children will also be sent to the Headteacher to get special recognition.

Pupils who have excelled in PE are awarded a 'PE Star' certificate each week in assembly (one per year group)

Sanctions in the Primary School

Class teachers sanction children by speaking to them and explaining how to correct their behaviour. Teachers use specific language to explain to the children exactly why they are being sanctioned. E.g. Please can you tell me the truth; by not telling the truth you are not following our Golden Rule 'We are honest'.

In Key Stage 1 and EYFS, children can be moved to the grey cloud on their class behaviour chart, for not adhering to the Golden rules. This is a warning. If the child continues to break the Golden Rules, they are placed onto the Thunder Cloud and a consequence of five minutes taken away from their Golden Time.

In Key Stage 2, a yellow warning card is placed in front of the children on their desk to visually remind the children. The teacher will refer to the golden rules when explaining the warning. After this, if children are still showing negative behaviour they will have a red card. The consequence of this is losing five minutes of golden time. All classrooms have a GoldenTime chart in their class and the children will move their name accordingly. The chart will show if they have earned all of their Golden Time or if some has been lost. All warnings and loss of golden time is recorded on iSams and message is sent home.



King's College School

The British School of Madrid

La Moraleja

If children are consistently choosing not to follow the Golden Rules and losing in excess of 15 minutes of Golden Time each week they are sent to the Head of Primary, the Deputy Headteacher or the Headteacher for a serious warning. It is the class teacher's responsibility to also invite parents in for a meeting to discuss the child's behaviour. Consequences after this may be losing playtimes or not being allowed to take part fully in school trips.

Secondary Rewards and Sanctions

King's College is a community where every individual has the right to learn effectively and to make the very most of their time within the school. We therefore have expectations of each member that are stated in our code of conduct.

Secondary Code of Conduct

Never give less than your very best.

Make the most of opportunities offered by the school.

Always be polite and listen to the views of others.

Respect all members of the school community, the school and its environment.

Understand that all your actions have consequences.

Whether at school or in the community, be an ambassador for our school.

Do not bring expensive or dangerous items into school.

Mobile phones, MP3/4 players etc are not to be used in school.

Take pride in your appearance and observe the school dress code at all times.

Conduct yourselves in a calm, courteous and respectful manner at all times.

Always strive to be helpful to others.

Respect other people's property.

Arrive punctually for lessons, ensuring you are fully prepared for the lesson mentally, behaviourally and in terms of resources.

Work hard and respect the right of other pupils to learn and the teacher's right to teach.

Our community will not tolerate bullying or anti-social behaviour of any nature.

We do not accept any kind of physical violence, or abusive/violent language.

Rewards in the Secondary Department

Merit Points, Certificates and Prizes

In years 6 to 9 pupils are awarded Merit points for individual achievements and to reward good behaviour. Merit points are entered on ISAMS and automatically shared with parents on the Parent Portal.

Teachers are also encouraged to email or contact parents to share achievements and good work. Positive communication is very important to ensure there is a balance of information going home. Subject Commendations can also be shared via iSAMS and sent to the Parent Portal.



King's College School

The British School of Madrid

La Moraleja

In years 6 to 9 certificates are awarded throughout the year at special Celebration Assemblies. These certificates are awarded for achievements of Merit Points (25, 50, 100 and 150).

For the Celebration Assemblies, teachers can also recommend pupils for Special Reward certificates based on conspicuous exhibition of the school's Core Values through academic, sporting, social or House activities.

Each individual Merit point also counts as a House point towards the pupil's House. House Points are recognized both in regular House Assemblies, and at the end of the year when the winning house is awarded the House Cup.

At the end of the year, letters of praise will be written to the parents of those pupils who have scored consistently high grades on formal reports or whose grades have significantly improved since the last report. This is based on the report analysis completed by the Academic Coordinator.

Day trips or special activities in school may be organized by the Pastoral Coordinator or Tutor for those pupils that have shown consistently good behaviour and adherence to the School Core Values.

Prize Giving Awards

One subject prize is given for each subject in each year group.

Special Prizes:

Each year at Prize Giving the Spirit of King's award will be given for outstanding and consistent contribution to school life.

Awards will also be given for outstanding and consistent contribution to the school's Core Values. This will be assessed through analysis of the Merit Point totals for each Core Value.

Sanctions in the Secondary Department

Failing to follow the School's Code of Conduct means pupils can expect to receive the following sanctions.

Warning

Teacher to request change of behaviour/give verbal warning. Teacher may use time out/reflection time if appropriate.

Level 1

Teacher to give recorded warning. Tutor will discuss behaviour with pupil. Teacher may ask for pupils to attend at break/lunch to make up any work missed during session as a direct result of the behaviour.



King's College School
The British School of Madrid

La Moraleja

Level 2

Tutor detention. Reflective and restorative intervention through detention time with tutor. Tutor will contact parents to discuss behaviour issues and targets to resolve these.

Level 3

Secondary Leader detention. Privileges may be withdrawn.

Parents will be asked to attend a meeting with tutor and Secondary leader. Behaviour plan may be drawn up at this stage.

Level 4

Pupil is excluded from classes for 1 day as an acknowledgement of seriousness of level. Pupil will be expected to reflect on behaviour and agree specific actions to ensure a change in behaviour.

Parents will meet with Secondary Leader. Headteacher is informed.

Level 5

1 day external recorded suspension. Pupil and parents to meet with Headteacher and Secondary Leader. This meeting may take the form of a case conference where specific staff are also involved.

Level 6

Disciplinary hearing with the Headteacher. A formal letter of concern will be written to parents. Pupil will be externally excluded for up to 3 days and, if decided, may be permanently excluded from the school community.

These sanctions are progressive. However, we have a no tolerance policy on certain behaviours which will result in sanctions being immediately raised to a higher level.

No tolerance behaviours include:

- Swearing (at pupils/staff)
- Physical violence
- Physical or emotional bullying
- Racism
- Inappropriate use of ICT (internet, social media etc.)
- Deliberate damage to property
- Theft

Communication and Monitoring

Informing Pupils

- Code of Conduct and Dress Code to be displayed in all classrooms and on notice boards.
- Rewards and sanctions to be displayed in each classroom.



King's College School
The British School of Madrid

La Moraleja

- Code of Conduct is included in Homework Diaries.
- Tutors and teachers discuss with pupils where their behaviour falls on the Sanction Steps.

Informing Parents

- This policy is to be included in the Class Information meetings at the beginning of the school year.
- Standard and individual emails home for sanctions and praise.
- Information to be sent directly to parents via email using the iSAMS.
- Notes from subject teachers / tutors in the Homework Diary.
- Parents will be informed via iSAMS by the Tutor and or teacher of the Level on the Sanctions Steps they are on once they get to Level 3 and for how long they will be at that level.

Informing School Management and Staff

- All incidents with a sanction imposed should be entered on iSAMS and parents informed.
- Concerns on iSAMS are sent to tutors and Secondary Leaders.
- Comments on iSAMS system for information purposes are sent to Tutors.
- Pupil records to be monitored by tutors on the iSAMS system at least weekly.

Post-Problem Target Setting

We should endeavour to modify inappropriate behaviour. We must continually try to help our pupils to adjust their behaviour to conform to what is expected of them at King's College.

Strategies used should be centred on the use of rewards, praise and the positive reinforcement of desired behaviours. They should be re-evaluated if they are not succeeding.

Pupils placed on a Weekly Report should have specific written targets set and they should be praised if they achieve these targets. Pupils are generally kept on Weekly Report for one week however if it is felt that more time would be beneficial to them in reaching their set targets then this period is extended into a subsequent week.

Pupils that have been externally or internally excluded may be placed on a contract for one term following their return and an interview with their parents. Their targets will be agreed alongside their parents.



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