



Behaviour and Rewards Policy

2011

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INTRODUCTION

WIN has high expectations of all players. The purpose of the behaviour policy is to enable everyone – players, staff and parents to share responsibility for creating an atmosphere which is conducive to a successful learning environment and childcare.

At WIN we believe that courtesy, consideration and common sense are important aspects of a child's education. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and take a pride in the community in which they live. Good behaviour and learning achievement are valued and celebrated.

Policy Aims

- 1 To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- 2 To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- 3 To help players develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- 4 To manage pupils' behaviour effectively by a whole school approach to behaviour management that is clearly understood by players, parents and staff.
- 5 To make boundaries of acceptable behaviour clear and ensure children feel secure.
- 6 To promote a partnership of shared responsibility for behaviour

In order to achieve a safe, pleasant working environment certain simple rules must be followed.

Our rules encourage players to:

- Take responsibility for their actions
- Realise they will be accountable for their actions

Emphasis is placed on self-control. Any behaviour is a chosen response.

Players are expected to:

- Foster a desire to learn
- Care for the property and fabric of the learning environment
- Help others

Praise is offered when a player is seen to be behaving well. We acknowledge care and consideration for others.

Sanctions

Players have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements.

An appropriate sanction is one which is designed to put matters right and to encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a player or players. In addition, consistency in the application of sanctions also has a gender-based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

Following consultation with the players the following 3 card system was developed:

Yellow Card – warning: Two Yellow cards in a week moves the player onto a Black card
Black Card – miss morning break and continue with set work: Two Black cards in a week moves the player onto a Red card
Red Card – miss a whole weeks morning breaks: Parents informed and invited in to discuss behaviour with the Principal

All difficulties in lesson times need to be dealt with by the member of staff. Any serious cause for concern should be referred to the Principal.

Members of staff are to use their professional discretion when issuing cards. They should consider the nature of the incident as well as the child involved. The member

of staff may produce any coloured card at any time depending on the nature of the players action. It is important that a warning is given before a card is issued (in line with the procedures employed at tournaments). A record of the reason why a card has been produced is sent to the Principal.

A card maybe produced for:

- Disobedience
- Insolence and disrespectful behaviour
- Being late for a lesson
- Disrupting the intended start of a lesson (e.g. being noisy or unruly while waiting, which means that the teacher has to sort this out before beginning the lesson)
- Non-co-operation with the learning/teaching process, which leads to disrupting the intended flow of a lesson.
- Forgetting homework

- Disrespecting property belonging to others (this includes school property)
- Using property that does not belong to you without asking permission
- Deliberate unkindness and/or exclusion of others
- Physical abuse (hitting, tripping etc)
- Name-calling
- Any aggressive outburst of anger that damages people or property.

Suspension and Exclusion

These are punishments which the Principal, with support and evidence to justify such an action, may authorize.

They are only used for serious offences and would be preceded by warnings and discussion with parents.

Rewards

Being Positive – Rewards and Recognition

We consider it important that praise and rewards should have a considerable emphasis within WIN and players will thus achieve recognition for positive contributions to academic life. Contributions include sound academic work, effort, good behaviour and adherence to the behaviour code. Attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of the behaviour policy supported by a balanced combination of rewards and punishments. It is important to develop and maintain consistency in the application of the reward system.

There is a distinction between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of books of their choice, individual sports tuition and end of term trips.

Formal awards will be presented at the end of each term for the following three areas:

- Academic Achievement
- Effort
- Citizenship

Members of staff will be expected to nominate players for these awards based on their performance throughout the term.

In addition the Principal's Award may be presented if staff believe there is a deserving case.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Principal or other appropriate members of staff to be invited to praise individuals or classes and being invited into classrooms as appropriate
- Players' work to be displayed as much as possible in order to give recognition to it.
- Weekly newsletter to parents is used frequently covering a wide variety of academic and non academic achievement