

Key Stage 3

National Strategy

Behaviour and Attendance Strand

Toolkit unit 2

Everyday policies: rewards, sanctions and promotion of positive behaviour

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Overview

| | |
|--------------------------------------|--|
| Title | Everyday policies: rewards, sanctions and promotion of positive behaviour |
| Audience | Senior staff in school, e.g. behaviour and attendance leaders, mediated by behaviour and attendance consultants |
| Purpose | For senior staff to adapt material as part of a flexible training programme including self-study. The programme should ensure that staff know, understand and have access to a range of everyday policies for rewards, sanctions and behaviour that focus on improving behaviour and attendance and subsequently learning. |
| Possible use | The behaviour and attendance leader or other member of the senior team can use this toolkit unit to: <ul style="list-style-type: none"> ● review current policy and practice; ● identify and share good practice; ● raise awareness of how rewards and sanctions create a positive climate for learning and help pupils to achieve; ● formulate strategies to develop those parts of the rewards and sanctions policy that are not impacting positively on teaching and learning; ● develop a whole-school system of rewards and sanctions; ● support staff to develop a positive approach through self-assessment; ● maximise the involvement of parents/carers. |
| Impact | Impact can be measured by: <ul style="list-style-type: none"> ● the development of whole-school policies on rewards and sanctions that incorporate effective practice identified within the school; ● staff maximising the use of rewards in lessons to create a positive environment and to support learning – lesson observations will record improvements; ● effective use of rewards to encourage behaviour for learning and use of sanctions to deter inappropriate behaviour; ● reduction in the number of pupils referred up through the system; ● an increase in attendance; ● the application of a consistent and effective system of rewards and sanctions, monitored through the regular school review process; ● having a continuing professional development (CPD) programme that ensures that good practice is disseminated. |
| Links to other toolkit units | Toolkit units 1: Leadership and management; 3: Dealing with consistently poor behaviour; 4: Bullying; 5: Pupil support systems; 6: Classroom behaviour; 8: Curriculum; 9: Attendance; 10: Links with partners and other agencies |
| References to other resources | Behaviour and attendance training materials: Core day 1 – <i>Advice on whole-school behaviour and attendance policy</i> (DfES 0392-2003 R) Behaviour and attendance training materials: Core day 2 – <i>Developing effective practice across the school to promote positive behaviour and attendance</i> (DfES 0055-2004 R) Behaviour and attendance training materials: Core day 3 – <i>Monitoring whole-school practice to promote positive behaviour and attendance</i> (DfES 0020-2004 R) Behaviour and attendance training materials: Core day 4 – <i>Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance</i> (DfES 0182 2005 R) BIP unit July 2004 DES (1989) <i>Inquiry into discipline in schools</i> (The Elton Report), London, HMSO DfES <i>Advice on whole-school behaviour and attendance policy</i> (DfES 0628-2003 R) DfES <i>The behaviour and attendance audit for secondary and middle schools</i> (DfES 0392-2003 R) DfES <i>Behaviour and attendance: in-depth audit for secondary and middle schools</i> (DfES 0207-2003 R) www.restorativejustice.org |

Introduction

This toolkit unit is intended for use by behaviour and attendance consultants with senior staff in school, for example behaviour and attendance leaders, mediated by the behaviour and attendance consultants, so that they can combine materials into tailored training for school staff.

This toolkit unit has five sections. Each section, with its associated activities and resources, is self-contained. A school can select activities from any section to develop a tailor-made training programme that supports its post-audit action plan. For example, a school can focus on sections 4 and 5 to address issues of consistency of approach from all staff and the involvement of parents/carers and governors.

The intention of the audit is to review how positive behaviour and attendance is promoted. Among the everyday policies, rewards and sanctions will be one of the most significant strategies. However, this will not be effective unless it is part of a wider range of approaches and is dealt with in the context of other school policies and specifically as part of the behaviour and attendance policy.

This toolkit unit therefore focuses on supporting staff to apply rewards and sanctions as one of a range of strategies and in the context of a whole-school approach to behaviour and attendance improvement.

The audit suggests schools aim for:

- a clear and uncomplicated rewards and sanctions system that is well understood by the whole school community;
- clear criteria for the use of rewards as a means of promoting positive behaviour or attendance and sanctions as a method of responding to poor behaviour or attendance;
- regular analysis of ongoing use of rewards and sanctions that informs school practice;
- involvement of pupils in agreeing and reviewing the use of rewards and sanctions in the school;
- effective communication systems to inform parents/carers about both positive and poor behaviour;
- access for all staff to relevant training programmes to improve classroom management techniques;
- ongoing monitoring of classroom management techniques to inform whole-school training needs.

Schools may wish to:

1. review the rewards and sanctions system in the context of the school's behaviour and attendance policy and the values and beliefs of the school, ensuring that rewards and sanctions are part of a range of strategies that motivate pupils to behave positively and attend regularly;
2. apply rewards and sanctions to promote positive behaviour and regular attendance, using rewards to motivate and encourage pupils and sanctions to set limits and draw boundaries. This is likely to be achieved if the spirit in which rewards and sanctions are applied promotes positive relationships;

3. involve pupils in designing and implementing the rewards and sanctions system. Taking account of what pupils find motivating and encouraging is the key to making rewards effective. Effective rewards and sanctions systems encourage pupils to take responsibility for their own behaviour and attendance;
4. achieve consistency of approach from all staff. Staff will feel enabled by a system that avoids referral of issues and allows them to use techniques that everyone finds effective. In addition, pupils respond best to genuine support from a system when they feel that staff are in agreement about what merits a reward or sanction;
5. involve parents/carers and governors so that improvement in pupils' behaviour and attendance continues outside school. If parents/carers are engaged in the principles and practices of the school's rewards and sanctions system, pupils will be better supported. The participation of governors is essential if they are to be in a position to support pupils when discharging their statutory responsibilities.

Section 1: Reviewing the rewards and sanctions system in the context of the behaviour and attendance policy

An effective behaviour and attendance policy sets explicit standards and the rewards and sanctions system promotes positive behaviour and regular attendance. The behaviour and attendance policy and the rewards and sanctions system are essential foundations for a creative learning and teaching environment. The procedures for encouraging regular attendance and investigating the underlying causes of poor attendance, 'should be reviewed regularly and modified where necessary to reflect the circumstances of the schools'. (*Advice on whole-school behaviour and attendance policy*, DfES 0628-2003 R).

Rewards and sanctions are likely to be effective if:

- they are based on robust principles in the school's behaviour and attendance policy;
- they are not an end in themselves and not the main means of promoting positive behaviour and regular attendance or addressing inappropriate behaviour and irregular attendance;
- they set clear standards and expectations that have a purpose and a role in the overall strategy agreed by the school community and communicated to everyone;
- their purpose relates to improving behaviour for learning, with pupils achieving changes in their behaviour and taking responsibility for their actions.

A review of the system for rewards and sanctions is likely to include:

- giving all stakeholders a voice;
- highlighting the strengths of the systems in place;
- informing the school improvement plan;
- suggestions for targeted training for staff;
- informing the development of social, emotional and behavioural skills for pupils;
- informing the improvement of the school's behaviour and attendance policy.

Activity 1.1: Reviewing the principles of policy

Listening to pupils' views

Audience

Senior staff, staff with responsibility for behaviour and attendance

Purpose

To review rewards and sanctions in the context of the principles of the school's behaviour and attendance policy; to review rewards and sanctions via a questionnaire for pupils

Description

Participants:

1. in groups, consider **resource sheet 1.1**, which shows the principles of a behaviour and attendance policy and gives guidelines for staff to consider alongside the school's policy. **Core day 1 emphasised the following principles for consideration: commitment to high standards for every learner; celebration of diversity; acceptance of equality of human beings; acknowledgement of rights and responsibilities for all; development of learning skills and personal qualities across the whole curriculum; learning to be an enjoyable and challenging experience; evidence of collective ownership; importance of a safe environment for learning.**
2. use the following questions as a prompt for a discussion. Give feedback.

If you were a pupil in the school:

- in what ways would rewards help you achieve the aspirations in the policy?
- in what ways would sanctions help you achieve the aspirations in the policy?

Remind participants that the behaviour and attendance policy is:

- a living, working document;
- known, understood and communicated to all members of the school community;
- referenced whenever possible and appropriate;
- regularly reviewed.

A review of the rewards and sanctions system could feed into the review of the policy on behaviour and attendance. Discuss how staff, parents/carers and governors can use **resource sheet 1.2** to review the school's behaviour and attendance policy.

Resource sheet 1.3 is a questionnaire to elicit pupils' views about the effectiveness of rewards and sanctions in the school. The results of this survey can be used to begin to identify the strengths of the school's rewards and sanctions system and identify those areas that can be improved.

Participants consider whether existing systems promote the participation of pupils and establish the best mechanism for canvassing pupils' views.

Summary

- Rewards and sanctions express principles underpinning the behaviour and attendance policy.
- Staff and pupils need a clear understanding of the principles.
- The system can be reviewed and modified regularly.
- Pupils' views are important.

Links

Toolkit units: 4: Bullying; 1: Leadership and management

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Advice on whole-school behaviour and attendance policy (DfES 0628-2003 R)

Behaviour and attendance: in-depth audit for secondary and middle schools (DfES 0207-2003 R)

Activity 1.2: Key factors in effective rewards and sanctions

Reviewing current systems

A school's behaviour and attendance policy sets explicit standards. These form a code of conduct that is supported by the system of rewards and sanctions. Key factors in effective rewards and sanctions include:

- having a wide range of rewards and sanctions available, with rewards outnumbering sanctions as they are more effective in motivating pupils;
- the use of praise, encouraging language and gestures so that positive behaviour, punctuality and regular attendance are instantly recognised;
- a formal reward system of credits, merits and prizes for all pupils;
- rewards that recognise improvement in behaviour or attendance;
- monitoring by ethnicity, gender, and special educational needs (SEN);
- recognising the behaviour or attendance, not condemning the person;
- avoiding early escalation to severe sanctions;
- avoiding whole-group sanctions;
- taking account of individual circumstances;
- encouraging pupils to reflect on the effects of inappropriate behaviour or absence in the school community, as part of everyday teaching.

Audience

All staff

Purpose

To review the strengths and weaknesses of rewards and sanctions in school; to consider actions to achieve improvement

Description

As a group, participants:

1. consider the criteria listed in **resource sheet 1.4** to review the rewards and sanctions in school. Suggest any other criteria that may be useful in light of the school improvement plan;
2. review the current provision of rewards and sanctions, using a scale where 1 represents poor and 10 represents excellent. Note the strengths and weaknesses of the criteria;
3. consider:
 - to what extent current policy and practice are effective;
 - what the next stage on the scale might look like and what strategies could be developed to get to this point;
4. use the second part of resource sheet 1.4 to record the improvements needed and form the basis for an action plan.

Summary

- A school's behaviour and attendance policy sets explicit standards.
- Schools may wish to consider a wide range of rewards outnumbering the sanctions.
- Review of the school system to identify strengths and weaknesses secures consistent application and ownership.

Links

Toolkit units 4: Bullying; 8: Curriculum

The behaviour and attendance audit for secondary and middle schools (DfES 0392-2003 R)

Resource sheet 1.1

Principles of a behaviour and attendance policy

Principles include:

- a clear commitment to high standards and the equal worth and success of every learner;
- celebrating diversity within gender, creed and ability, providing quality teaching and innovation that raises standards, extends choice and helps equalise life chances;
- an acceptance of the equality of human beings, independent of individual differences, knowledge, information, abilities and position;
- respect for the dignity of others and for oneself, acknowledging the complementary rights and responsibilities of each member of the community;
- developing learning skills and personal qualities across the curriculum, inside and outside the classroom;
- making learning an enjoyable and challenging experience – stimulating learning is achieved through matching teaching techniques and strategies to a range of learning styles and needs;
- collective ownership through leadership and development involving all staff, pupils, parents/carers and the community learning together, to ensure consistent performance that is effective across the school;
- protecting and nurturing pupils and adults in an environment that is safe, consistent and creates a sense of belonging.

Guidance for staff on rewards and sanctions

Guidance for staff on rewards and sanctions, and frequent reminders in staff briefings and assemblies about the importance of celebrating success, help to support the application of the behaviour and attendance policy.

In establishing a culture of praise in the school, the policy articulates ways in which all staff can be alert to recognising positive behaviour. Suitable arrangements include:

- giving all pupils access to opportunities for praise;
- providing praise for personal improvement;
- applying a wide range of formal rewards, for example sending 'Congratulations' and 'Good News' postcards home;
- sending personalised letters to parents/carers;
- publishing rewards around the school;
- giving out certificates for positive contributions to the school community;
- having celebration assemblies involving parents/carers;
- celebrating success in a sphere outside the school so that pupils who might not usually receive praise for positive behaviour and improved attendance are singled out for recognition;
- organising incentive schemes to recognise pupils' attendance achievements, including awarding attendance certificates or prizes to individual pupils or groups.

Such schemes help to strike the right balance between rewarding pupils with outstanding attendance records and those achieving substantial improvement in their attendance.

The guidelines for implementing the school's behaviour and attendance policy advises staff to:

- make it clear that they are addressing the behaviour or attendance not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistently inappropriate behaviour;
- avoid whole-group sanctions, where it might be unclear where responsibility lies;
- take account of individual circumstances. For example, other pupils may not see punishing a girl who is late to school because she looks after younger siblings as fair. It might be preferable to use the school referral system to support her punctuality;
- encourage pupils to reflect on the effects of inappropriate behaviour or absence as part of everyday teaching.

Resource sheet 1.2

Review of the behaviour and attendance policy with staff, parents/carers or governors

| Principle in the school's behaviour and attendance policy | Ways in which rewards help pupils to achieve the principle | Ways in which sanctions help pupils to achieve the principle |
|---|--|--|
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| | | |

Resource sheet 1.3

Questionnaire to explore pupils' views

(you may wish to consider the pupil questionnaire contained in the Key Stage 3 behaviour and attendance in-depth audit to support this activity)

| Prompts | Yes/No | Key points/comments |
|--|--------|---------------------|
| <ul style="list-style-type: none"> Do you understand the school's rules or code of conduct? | | |
| <ul style="list-style-type: none"> Do you think the school's rewards and sanctions system is clear to all the other pupils? | | |
| <ul style="list-style-type: none"> Are the rules too many, too few or just right? | | |
| <ul style="list-style-type: none"> Which is emphasised more in school, rewards or sanctions? | | |
| <ul style="list-style-type: none"> Does the school's system of rewards help you to behave well or improve your behaviour? | | |
| <ul style="list-style-type: none"> Is it clear to you who issues rewards, for what and how? Give some examples. | | |
| <ul style="list-style-type: none"> Do you think the rewards system is fair to you? | | |
| <ul style="list-style-type: none"> Do you think the rewards system is fair to all the other pupils? | | |
| <ul style="list-style-type: none"> What are the most positive aspects of the school's reward system? | | |
| <ul style="list-style-type: none"> Do you know what rewards pupils will get for improvement in behaviour or attendance? | | |
| <ul style="list-style-type: none"> What do you think about these rewards? | | |

| Prompts | Yes/No | Key points/comments |
|---|--------|---------------------|
| <ul style="list-style-type: none"> Do all the staff apply rewards in a consistent way? | | |
| <ul style="list-style-type: none"> What more can be done to improve the rewards system? | | |
| <ul style="list-style-type: none"> Is it clear to you who applies sanctions, for what and how? | | |
| <ul style="list-style-type: none"> Do you know what sanctions pupils will receive for poor behaviour or poor attendance? | | |
| <ul style="list-style-type: none"> Do all the staff apply sanctions in a consistent way? | | |
| <ul style="list-style-type: none"> What are the most positive aspects of the school's sanctions system? | | |
| <ul style="list-style-type: none"> Does the school's system of sanctions help you to behave well or improve your behaviour? | | |
| <ul style="list-style-type: none"> Does the school's system of sanctions make you feel that you are being punished? | | |
| <ul style="list-style-type: none"> Does the school's system of sanctions make you feel that you are being supported so that you can behave better? | | |

Resource sheet 1.4

Review of the current provision of rewards and sanctions

| Criteria | Scale | Strengths of your rewards and sanctions | Weaknesses of your rewards and sanctions |
|--|--------------------------|---|--|
| | poor excellent | | |
| System is easily communicated to all stakeholders | 1 10 | | |
| System can be easily and effectively administered by all staff | 1 10 | | |
| Provision is consistent with other behaviour and attendance strategies | 1 10 | | |
| System is set in the context of behaviour for learning | 1 10 | | |
| System provides all pupils with access to praise | 1 10 | | |
| Rewards outweigh sanctions | 1 10 | | |
| There is a scale of sanctions for inappropriate behaviour | 1 10 | | |
| System is informed by the views of pupils and parents/carers | 1 10 | | |
| Sanctions are dealt with on the spot by the member of staff | 1 10 | | |

Action plan

| Weaknesses | Improvements needed | Action to achieve improvement |
|------------|---------------------|-------------------------------|
| | | |
| | | |
| | | |

Section 2: Applying rewards and sanctions to promote positive behaviour and regular attendance

Rewards, or positive consequences, are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning. Rewards contribute to the overall policy on behaviour and attendance because they:

- help to build and maintain positive relationships between staff and pupils and between all pupils;
- make the school experience more enjoyable for pupils and all staff;
- encourage pupils to repeat the desirable behaviours that earned the rewards;
- contribute to pupils' self-esteem and confidence in the system.

Sanctions might be used only as a last resort, because using every opportunity to reinforce positive behaviour will have a greater and longer lasting effect than the constant use of sanctions for negative behaviour. 'Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed'. (The Elton Report, 1989)

To gain long-term change, some pupils may need extra support to help them think through their actions and the consequences of them, as well as develop the skills for achieving the desired behaviour. Sanctions are more likely to change pupils' behaviour or attendance when, in their application, they address poor behaviour and attendance without condemning the person and encourage pupils to take responsibility for their actions.

Activity 2.1: Reviewing the rewards and sanctions strategies

Achieving a consistent approach

Audience

All staff, groups of staff or individual teachers

Purpose

To consider the rewards and sanctions that staff use; to examine those likely to achieve long-term change for pupils; to consider whether the application of rewards and sanctions is effective and consistent

Description

Participants:

1. use **resource sheet 2.1** to consider the ways in which the rewards and sanctions in the school are likely to have an effect on long-term change in pupils' behaviour and attendance. Additional strategies can be added. For each strategy, participants discuss the features that mitigate for and against improving behaviour and attendance in the long term compared with simply containing or stopping problems in the short term;
2. use the second page of resource sheet 2.1 to consider the effectiveness of each strategy, using the scale provided.

Individual participants can use this activity to reflect on the strategies they currently use and begin to refine them or develop more effective ones.

Summary

- Rewards encourage pupils to repeat the associated behaviour.
- Sanctions can be used as a last resort.
- Sanctions can focus on the behaviour and not condemn the pupil.

Links

Toolkit unit 3: Dealing with consistently poor behaviour

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

Activity 2.2: Applying rewards and sanctions effectively

Integrating into everyday practice

An effective rewards and sanctions system lends itself to consistent and easy application by all staff. Sanctions are used in conjunction with good whole-school practice that promotes behaviour for learning and a wide range of classroom management strategies and rewards. To be effective in supporting pupils' behaviour, it is helpful if the rewards and sanctions system is applied in a way that educates pupils to make better choices in future. This is achieved if the system genuinely values pupils' progress when rewarding.

Informal rewards are likely to differ depending on the staff, teaching style, pupil or context but consistent school-wide formal rewards are vital to the effectiveness of the system. Schools can constantly review the rewards and sanctions to ensure effectiveness and consistency of application. Consultation with pupils is important to this process, with staff using a wide range of classroom management strategies and recognising the range of rewards that are available to them. The range includes the following.

| | |
|--|---|
| Informal rewards such as: <ul style="list-style-type: none"> ● smiling ● verbal praise ● tone of voice ● catching them being good ● thumbs up ● showing them trust | Formal rewards such as: <ul style="list-style-type: none"> ● certificates ● prizes ● points ● half-termly or termly treats – discos, films, trips, vouchers ● responsibilities – prefect, peer mentor, buddy |
|--|---|

Audience

All staff

Purpose

To examine different applications of the school's rewards and sanctions through different teaching styles; to consider how staff might apply rewards and sanctions most effectively

Description

In pairs, participants:

1. use **resource sheet 2.2** as part of peer observation. One participant records a colleague's use of rewards and sanctions having observed a lesson;
2. reflect together on the lesson and examine how rewards and sanctions were effectively and consistently applied;
3. identify aspects of good practice that can be applied in the next lesson, then note the impact.

With staff agreement, the behaviour and attendance leader can organise representative observations across the school, analyse the findings and report to the whole staff the effectiveness and consistency of use of the rewards and sanctions across the school. The questions at the end of resource sheet 2.2 can be used to structure whole-staff discussion.

Summary

- The rewards and sanctions system should lend itself to consistent and easy application by all staff.
- Effective rewards and sanctions can support pupils to make better choices in the future.
- All staff can make use of rewards as part of their general classroom management.

Links

Toolkit units 4: Bullying; 6: Classroom behaviour

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

Resource sheet 2.1

The long-term effect of rewards and sanctions

| Rewards and sanctions strategy | Changing poor behaviour/ attendance (long term) | | Containing or discouraging poor behaviour/attendance (short term) | |
|---|---|------------------|---|------------------|
| | Features for | Features against | Features for | Features against |
| House points | | | | |
| Individual merit award | | | | |
| Letter about positive behaviour sent home | | | | |
| Detention | | | | |
| Removal of privilege | | | | |
| Verbal warning | | | | |
| Reward certificates | | | | |
| | | | | |
| | | | | |

Ranking strategies

| Rewards | Leaves pupils feeling proud of what they have done | | | | | | | | | |
|---------------------------------------|---|----------|----------|----------|----------|----------------|----------|----------|----------|-----------|
| | Not effective | | | | | Very effective | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Individual merit | | | | | | | | | | |
| Letter about good behaviour sent home | | | | | | | | | | |
| Reward certificates | | | | | | | | | | |
| | | | | | | | | | | |
| Sanctions | Engages pupils in thinking through what they have done wrong and how to make a better choice next time | | | | | | | | | |
| | Not effective | | | | | Very effective | | | | |
| Detention | | | | | | | | | | |
| Removal of privilege | | | | | | | | | | |
| Verbal warning | | | | | | | | | | |
| | | | | | | | | | | |

Resource sheet 2.2

Peer observation of the use of rewards and sanctions

| Reward or sanction used | When used | The impact or outcome | My reward or sanction in a similar situation | The impact or outcome |
|--|---|--|--|--|
| Verbal reminder before providing equipment | Pupil did not bring a calculator to use in the mathematics lesson | Pupil gives excuses, teacher repeats verbal reminder before handing pupil a calculator. Pupil is able to participate fully in the lesson | Nothing | Pupil borrows a calculator from peers who may or may not offer theirs. Disruption to peers. Possible disruption to lesson as pupil talks or moves about looking for a calculator |

Discuss the following questions with colleagues.

- What are the variations in use of rewards and sanctions?
- Which rewards are most effective?
- Which sanctions are most effective?
- What good practice is to be highlighted?
- What strategies might staff adopt to ensure continued consistency in use of rewards and sanctions?
- How do staff make peer observation a constructive tool for mutual development of skills?

Section 3: Involving pupils in designing and implementing the rewards and sanctions system

Constantly reinforcing positive behaviour is more effective than punishing negative behaviour. Rewards that are effective for individual pupils are also likely to be appreciated by their peers. Rewards will only have a long-term effect on learning if they take account of what pupils find motivating. Pupils will find rewards motivating if they are genuinely earned, sincerely given, proportionate to the action and sensitive to the pupil's age, ability, culture, faith and other issues. Consultation with pupils is important for the design, implementation and review process.

It is important to give praise sensitively, otherwise it may make pupils feel:

- embarrassed, especially if praise is given in public;
- that they are being patronised;
- that they are being manipulated.

Effectiveness in the application of rewards and sanctions is best achieved if pupils:

- feel that they are partners in the school system;
- are aware of the purpose behind receiving rewards and sanctions;
- appreciate the personal benefits to them and their learning experiences.

Activity 3.1: Involving pupils in designing and implementing the rewards and sanctions system

Responding to pupils' needs

Audience

SLT, behaviour and attendance leaders, subject leaders and Key Stage 3 Strategy managers

Purpose

To obtain and review pupils' views about rewards used; to elicit from pupils suggestions of rewards for positive behaviour and attendance

Description

In pairs or small groups, participants consider how to involve pupils in developing effective rewards for positive behaviour and attendance; for example, through group discussion about the range of rewards used in the school, a survey of pupils' views, or discussions with individual pupils.

Participants can use **resource sheet 3.1** to discuss specific rewards and rate their effectiveness with **groups of pupils**.

Participants can use **resource sheet 3.2** with **individual pupils**. Pupils could list in the boxes the behaviour and attendance issues for which they would find each reward motivating. They may also suggest other rewards that would motivate them for certain behaviour and attendance issues.

Summary

Effective rewards:

- are likely to be appreciated by pupils' peers;
- take account of what pupils find motivating;
- are sensitive to the pupil's age, ability, culture, faith, etc.;
- are those achieved because of pupils' awareness of their purpose, appreciation of the personal benefits and partnership in the school system;
- are designed and implemented in partnership with pupils.

Links

Toolkit units 4: Bullying; 5: Pupil support systems; 1: Leadership and management

Activity 3.2: Making sanctions work in promoting positive behaviour and regular attendance

Achieving an effective approach through listening to pupils

Effective sanctions support pupils to become more successful. Effective sanctions are:

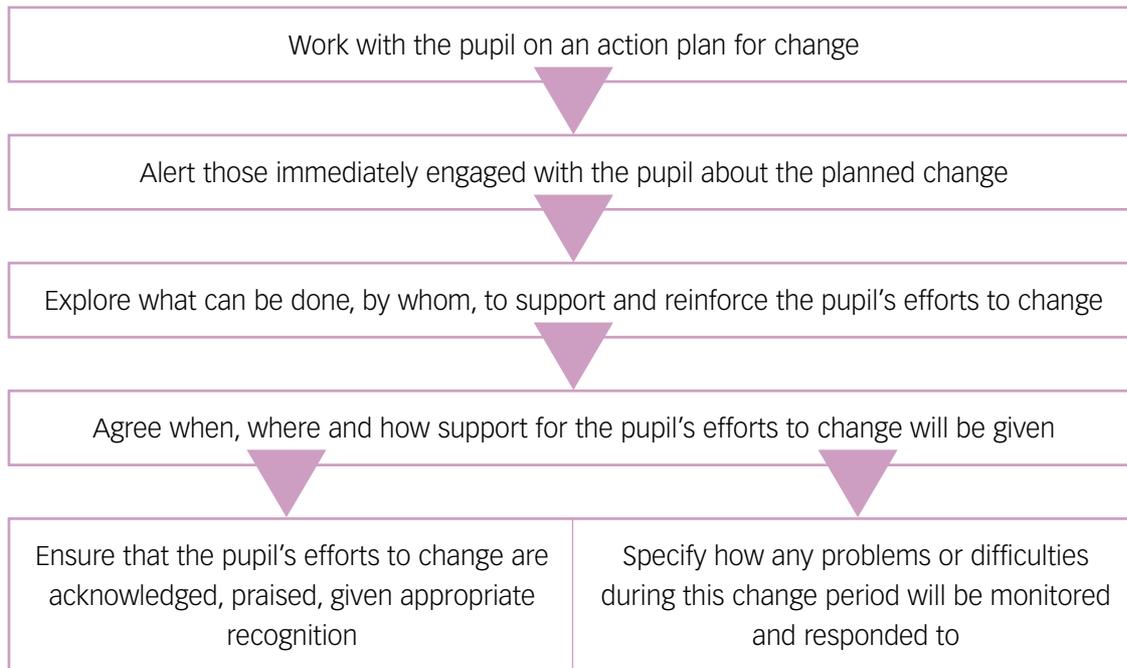
- often organised into a hierarchy;
- not punitive but corrective;
- fair;
- reasonable;
- consistently applied;
- related to the behaviour, wherever possible;
- designed to enable pupils to make choices that will improve behaviour and attendance in the long term.

Sanctions are unlikely to change pupils' behaviour and attendance unless they address behaviour and attendance without condemning the pupil. Some pupils may need to be taught what they are to do. Working with pupils to support them in changing their behaviour and attend school more regularly takes account of:

- why they choose certain behaviours and the underlying causes of that behaviour;
- the way in which pupils think and learn;
- the individuals with whom pupils interact, particularly members of their family;
- the environment in which pupils live;
- the systems within which pupils function;
- the kinds of change that might occur.

In considering long-term change in behaviour, pupils may need further support, ranging from support from friends and family through to more formal input in an educational setting or partnership with an external agency. One of the strategies to make change more likely to occur and endure is outlined below.

Five steps to make change more likely



Audience

SLT, behaviour and attendance leaders, subject leaders and Key Stage 3 Strategy managers

Purpose

To obtain pupils' views about the effectiveness of the system of sanctions; to elicit suggestions from pupils for improvements to the system of sanctions in the school

Description

Resource sheet 3.3 can be used with pupils in a review of the school's system of sanctions. The resource sheet needs cutting into cards. Each pupil will need a set of cards and a copy of the scoring system. Pupils write the sanction typically imposed for each of the behaviours onto the relevant card. They then score each sanction, using the scoring system provided, for the extent to which it is fair, reasonable and related to the behaviour. The maximum score for each sanction is 12. Scores for the typical sanctions can feed into the school's action planning process.

Pupils can also be encouraged to consider the two detentions in **resource sheet 3.4**, one based on punitive repetitive work and the other on restorative development of pupils. In groups, pupils can respond to both scenarios, or some groups can be given scenario A and some scenario B. Groups score the scenarios using the scoring system from resource sheet 3.3. The questions can then be used in discussion. Feedback from the discussion could be used to redesign the school's detention system.

Restorative justice

Some schools are already considering the use of restorative justice. While the approach has its origins in crime in the community, the basic principles can be used to positive effect in the school setting. Restorative justice is a systematic response involving all stakeholders that emphasises healing the wounds of victims, offenders and communities by identifying and taking steps to repair harm.

Three principles form the foundation for restorative justice as follows.

- Justice requires that we work to restore those who have been injured.
- Those most directly involved and affected by crime should have the opportunity to participate fully in the response if they wish.
- The role of authority is to preserve a just public order, and the community's role is to build and maintain a just peace.

(Adapted from www.restorativejustice.org)

Summary

Effective sanctions:

- are not punitive but corrective;
- are often organised in a hierarchy;
- are fair and used consistently;
- enable pupils to make choices for long-term improvement.

Links

Toolkit units 4: Bullying; 10: Links with partners and other agencies; 3: Dealing with consistently poor behaviour

Resource sheet 3.1

Pupils' views on rewards and sanctions

Look at the list of rewards in the table below. Add any others that your school might use. For each reward discuss the following questions.

- Is it rewarding or not?
- How motivating is it in getting pupils to improve their behaviour and attendance? Mark your score on the grid below.
- In what way might it motivate pupils to improve their behaviour and attendance?
- Is it appropriate for the school to continue to use this reward? If so, in what circumstances?

Suggest other rewards that will motivate pupils to keep up or improve positive behaviour and attendance.

Suggest the ways in which you find praise to be encouraging and motivating.

| Rewards | Not motivating | | | | | Very motivating | | | | |
|---|----------------|---|---|---|---|-----------------|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Awarding house points | | | | | | | | | | |
| Giving individual merit awards | | | | | | | | | | |
| Giving reward certificates | | | | | | | | | | |
| Sending 'Congratulations' or 'Good News' postcards home | | | | | | | | | | |
| Publishing rewards around the school | | | | | | | | | | |
| Giving verbal praise for personal improvement | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
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| | | | | | | | | | | |

| The three rewards that I have found most motivating for other pupils | |
|---|---|
| The reward | How it helps improve behaviour/attendance |
| 1. | |
| 2. | |
| 3. | |

Resource sheet 3.2

Individual pupils' views

| | | |
|--|------------------|--|
| | Verbal praise | |
| | | |
| | Letter home | |
| | | |
| | | |
| | | |
| | | |
| | | |

Resource sheet 3.3

Rating sanctions

| Scoring system | | | |
|----------------------------|----------|----------|----------------------------------|
| 1 | 2 | 3 | 4 |
| Unfair | → | | Very fair |
| Unreasonable | → | | Very reasonable |
| Unrelated to the behaviour | → | | Totally related to the behaviour |

A pupil who is usually on time has arrived 20 minutes late for the lesson. She has been late twice in the last week.

Sanction:

A pupil swore at the teacher when he asked her to sit down and get on with the task. She then ripped up her work and threw it across the room.

Sanction:

Two pupils who talk, giggle and poke each other with pens stop when the teacher looks in their direction but start again as soon as he turns away.

Sanction:

A pupil continues to tap his pencil on his desk despite warnings and reminders from the teacher.

Sanction:

A pupil makes a racist remark about another pupil as the lesson is about to start. When challenged by the teacher and asked to apologise, he refuses because 'it was just a joke'.

Sanction:

A pupil who has a poor record for being on time has arrived 20 minutes late for the lesson. She has been late to lessons five times in the last week.

Sanction:

Resource sheet 3.4

Different types of detention

| | |
|--|---|
| <p>Behaviour</p> <p>Daniel, a Year 9 pupil, likes to play practical jokes. He rifled through Kylie's school bag while she was not looking and removed her diary. He read some of the entries in her diary and revealed them to Joe at lunchtime. When Kylie stepped on Joe's toe as she headed for her seat, he blurted out the fact that she fancied Mike in Year 12. As a group of pupils shrieked in excitement, Kylie burst into tears. When the teacher asked Kylie what the matter was, she replied that Joe was being horrible to her.</p> | |
| <p>Scenario A</p> <p>Joe was given a detention. For two hours after school for three days he had to pick up all crisp packets, papers and general litter in the school compound.</p> | <p>Scenario B</p> <p>Upon investigation the teacher discovered the root of the problem – that Daniel had 'stolen' Kylie's diary and told Joe some of her secrets.</p> <p>The teacher spoke to Joe to discuss his behaviour. Joe realised the upset he had caused Kylie, especially as she had stepped on his toe by accident. He apologised to Kylie and wrote her a note to say that he would not read anybody's diary again as it would upset them.</p> <p>The teacher also spoke to Daniel, who admitted that it was stupid behaviour to take Kylie's diary, read it and disclose the contents to someone else. When the teacher met with all three of them, Kylie said that she would be happy with an apology, so Daniel also apologised to her. He was put on detention after school for 30 minutes to write a letter of apology to Kylie. He returned Kylie's diary and promised not to disclose anything else that he had read in it. Kylie accepted both apologies and all three pupils put the incident behind them.</p> |

Use the questions below to help you discuss the detention systems in your school.

- What is positive about the detention systems in scenario B?
- What is negative about the detention system in scenario A?
- What is positive about your school's detention system?
- What hasn't worked well in your school's detention system?
- What do you want a detention system to achieve?
- What role can pupils play in helping to sort out conflicts between pupils?
- What can you do to help pupils understand the effects of poor behaviour and to make up for it?
- What more can be done to make your school's detention system effective?

Section 4: Promoting a consistent approach to rewards and sanctions from all staff

It is important to develop a system of rewards that will continue the improvement of positive behaviour and regular attendance. These rewards need to be applied consistently by all staff.

Praise has a powerful and positive impact and provides an opportunity for all pupils to be rewarded for effort, improvement or achievement. Frequent praise:

- creates a positive ethos in the classroom;
- gives individual pupils affirmation and raises their self-esteem;
- motivates pupils to repeat the positive behaviour or attendance associated with the praise;
- is most meaningful when the reason for it is given and it relates to achievement.

Rewards can be effective at different levels. The continuum can range from high frequency/low cost rewards such as a smile, gesture, public approval or praise, to low frequency/high cost rewards such as awards and prizes. Praise has an even greater impact when it is personal, specific, genuine, given by someone who is respected and creates a 'feel good' factor for the recipient. To promote a consistent approach to rewards schools need to:

- enhance staff skills in building effective relationships and sharing approval with pupils through training, modelling, mentoring and peer observation;
- constantly review the application of rewards by all staff;
- discuss the range of rewards used by staff and disseminate good practice;
- reinforce the formal systems and structures on rewards;
- monitor the use of informal rewards and review their effectiveness.

Activity 4.1: Promoting a consistent approach to rewards from all staff

Reflection and support

Audience

All staff

Purpose

To consider the most effective ways in which staff can build relationships and share approval with pupils

Description

In pairs, participants:

1. use **resource sheet 4.1** as part of peer observation. One participant records a colleague's use of rewards;
2. reflect together on the lesson and examine effective ways in which rewards were used to build relationships and share approval with pupils;
3. identify aspects of good practice that can be applied in the next lesson, then note the impact.

Participants can also use resource sheet 4.1 to reflect on their own practice, with a view to improving the use of rewards.

Summary

- Effective classroom management is key to behaviour for learning.
- Successful rewards need a consistent approach.
- Praise has a powerful and positive impact on:
 - supporting positive ethos;
 - giving individual affirmation;
 - motivating pupils to repeat positive behaviour.

Links

Toolkit units 6: Classroom behaviour; 5: Pupil support systems

Advice on whole-school behaviour and attendance policy (DfES 0628-2003 R)

Activity 4.2: Promoting a consistent approach to sanctions from all staff

Reflection and support

'Schools need a scale of sanctions for misbehaviour, and lateness and alerts or warnings for poor attendance. Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants. They are most useful when seen by everyone as a deterrent.'

Advice on whole-school behaviour and attendance policy (DfES 0628-2003)

Consistency in application of sanctions influences their effectiveness. A school's behaviour and attendance policy is an opportunity to ensure a clearly understood hierarchy of sanctions, accessible to all staff and consistently applied through the school day. However, rigidly applying a hierarchy of sanctions can:

- escalate the inappropriate behaviour;
- increase referrals;
- reduce the staff's authority.

If sanctions are used more than rewards, it can be because staff lack the skills to identify and use opportunities for rewarding pupils in lessons or they lack the skills to use the appropriate sanctions to deter or reduce poor behaviour.

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:

- a conscious competence in giving praise;
- including behaviour and attendance objectives alongside lesson objectives;
- developing a presence in the classroom;
- using congruence of tone and gesture and tactically ignoring;
- offering assertive statements or directions;
- making use of good question technique;
- using the language of correction;
- offering partial agreements;
- using the language of choice.

Effectiveness of sanctions depends on the availability of a continuum of responses in a hierarchy. An example is given below

| |
|--|
| High frequency/low cost |
| Non-verbal – a look |
| Physical proximity Use of a name |
| Reprimand or warning – private or public |
| Removal of status |
| Removal of privileges |
| Activity – detention |
| Placing on report in school |
| Behaviour contracts |
| Solution-focused discussion |
| Home link |
| Possible fixed-term exclusion |
| Low frequency/high cost |

Schools can support staff to apply sanctions consistently by providing in-service training, peer observation and monitoring and review of the application of sanctions by all staff.

Audience

All staff or individual teachers

Purpose

To explore the consequences of over-reliance on sanctions; to consider a range of strategies to avoid escalation of sanctions

Description

Resource sheet 4.2 can be used during a discussion of the appropriate level of sanctions for different behaviours.

This activity has two stages.

Stage 1 – Participants:

1. working individually, complete column 3 of resource sheet 4.2;
2. as a group, discuss their responses, using the following questions to guide the discussion.
 - Why might staff escalate the sanctions with a pupil?
 - What message does escalation of sanctions send to the pupil?
 - What message does it send to other pupils?
 - What impact might it have on the staff’s authority?
 - What impact might it have on the pupils’ behaviour and attendance?
 - What impact might it have on teaching and learning?
 - What impact might it have on partnership with parents/carers?

Stage 2 – As a group, participants:

1. come up with alternative, improved sanctions;
2. note them in the final column of resource sheet 4.2.

Suggestions can be considered further by the SLT or behaviour and attendance working group.

Resource sheet 4.3 suggests ways to integrate rewards and sanctions into each lesson.

Summary

- The way a sanction is applied influences its effectiveness.
- Praise and rewards can outnumber sanctions.
- Rigid application of a hierarchy of sanctions can at times:
 - escalate behaviour;
 - increase referrals;
 - reduce the staff's authority.
- Schools can support staff to apply sanctions consistently.

Links

Toolkit unit 1: Leadership and management

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

Advice on whole school behaviour and attendance policy (DfES 0628-2003 R)

Resource sheet 4.1

Observation of the use of rewards

| Reward | When used | How used | Impact or outcome | Learning |
|---|-----------------------------|---|---|---|
| Positive statement to group who are working to task | To reinforce good behaviour | Given to a group that was working well and behaving well when walking around the groups and checking their work | Group is pleased Good behaviour is reinforced Group is motivated and works well throughout the lesson Encourages others to refocus | Those who are always working and behaving well also deserve rewards |
| | | | | |
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Resource sheet 4.2

Are the sanctions of an appropriate level?

| Description of behaviour | Sanctions used | Is the sanction of an appropriate level? If no, is it too high or too low? | Alternative, improved sanction |
|--|--|--|--------------------------------|
| Pupil arrives 5 minutes late for the lesson. When he takes his seat, he starts talking | Teacher casts a look in the pupil's direction | | |
| Pupil begins to poke another pupil with a pencil causing her to giggle | Teacher asks the pupil to move seat | | |
| Pupil begins to talk to another pupil | Teacher verbally corrects the pupil in front of the class during the lesson | | |
| At the end of the lesson, pupil whistles a tune loudly, and packs away very slowly | After waiting for other pupils to leave, teacher has a quiet word with the pupil about his behaviour | | |
| Pupil accuses teacher of picking on him | Teacher gives pupil lunchtime detention, picking up litter around the playground | | |
| Pupil thumps another pupil as they are leaving the class | Teacher lets it go | | |
| Pupil, who is usually well behaved, talks in class | Teacher contacts parents/carers | | |

Resource sheet 4.3

Integrating rewards and sanctions into a lesson

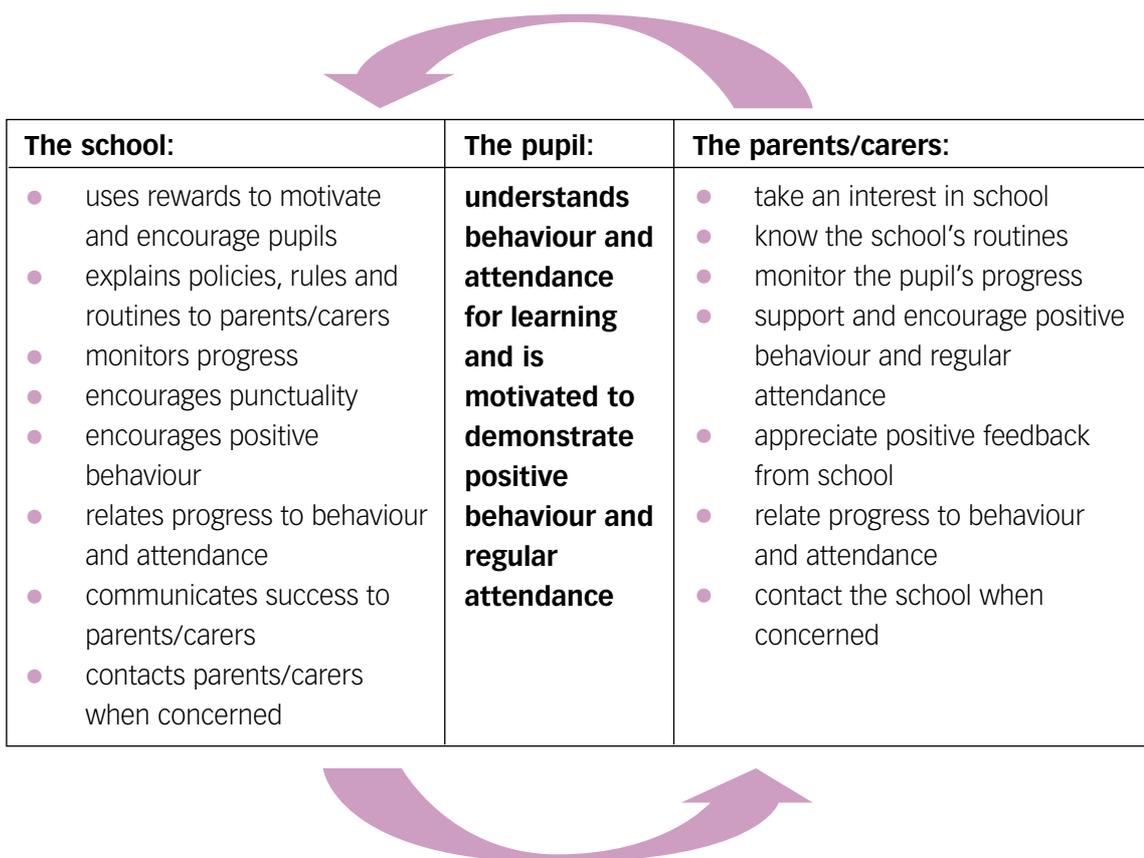
| Stage | Response to a positive behaviour | Response to poor behaviour |
|---|--|---|
| Start of lesson | Wait by the door. | Refer to the code of conduct. |
| Introducing the lesson | Greet pupils and thank them for arriving on time. Praise pupils for entering the room sensibly, orderly and ready for learning. Welcome back any pupils returning from an absence. | Remind pupils of the class rules. Give a behaviour focus. Set expectations and objectives for the lesson. Offer incentives for positive behaviour, for example, 'a merit will be rewarded to pupils who use listening skills effectively today'. |
| Starter activity: Whole-class work | Praise responses to questions. Validate with a reason: <i>'Excellent answer Martin, well thought through.'</i> Praise pupils who discuss well: <i>'You two are really working well together.'</i> Praise pupils who respond to a rule. (Low key and non-verbal.) Issue a house point or merits to two pupils for improved effort in this part of the lesson. | Having displayed rules for learning, refer to the code of conduct if a pupil calls out. Use a non-verbal look or gesture if the behaviour is not typical. Give a rule reminder: What is our rule when ...? Choose another action if this is a frequent behaviour. |
| Main activity Teacher working with a group Pupils working in pairs Acknowledge the presence and contribution of a teaching assistant, if present | Write positive comments in a couple of pupils' books, referring to a behaviour: <i>'Well done for really concentrating and making progress.'</i> If pupils have had to move seats find something positive to say about their work and improved behaviour. If any pupil has had a number of sanctions in recent lessons and is working well: Talk quietly about really improved behaviour and progress made. Inform the pupil that you will be phoning his or her parents/carers at home. Make a note of this and ensure that it is followed through. | Ask pupils who are turning around to refocus on the task. Stay in close proximity for the next few minutes. If appropriate quietly warn a pupil about the possibility of moving seats. If necessary carry out the consequence and have a quiet chat with the pupil nearer the end of the lesson. Use the language of choice. If a pupil persists with a poor behaviour ask him or her to choose between improving his or her behaviour, being given a detention or having you make a phone call home. Take on board the pupil's response. If he or she chooses to opt for positive behaviour then praise him or her. If not, make a note of whether a detention or phone call home is required and ensure that it is followed through. |

| | | |
|---|--|---|
| <p>Give constant verbal and non-verbal praise – include reasons so that it is meaningful.</p> <p>Try and catch pupils when they are behaving appropriately.</p> <p>Effective praise is personal, specific and genuine.</p> | | |
| Plenary | <p>Revisit objectives, including the behaviour objective.</p> <p>Discuss academic progress and relate this to attendance and positive behaviour.</p> | <p>Quietly issue any detention slips.</p> <p>Make positive comments, saying that the detention is an opportunity to catch up and parents/carers will be pleased about the pupil not falling even further behind.</p> <p><i>Note:</i> During the detention mention the possibility of asking for parents'/carers' support.</p> |

Section 5: Involving parents/carers in successful partnership

Sometimes the parents/carers of pupils who consistently exhibit poor behaviour and attendance receive only negative communication from the school. This may set up barriers rather than engage them in a mutually beneficial partnership with the school. Effective schools continually strive to strengthen their partnership with parents/carers because they realise the educational, social and emotional development of a pupil is significantly enhanced when school and family have shared aspirations. Mutual understanding of roles and responsibilities is crucial for a successful partnership. Parents/carers have the legal responsibility for making sure their school-registered child attends school regularly.

Partnership between home and school is further enhanced when those involved share joint responsibility for ensuring that pupils understand the importance of behaviour and attendance for learning. Communicating success is a powerful tool for sustaining an effective partnership. This is illustrated below.



Activity 5.1: Communication with parents/carers

Improving practice

Audience

All staff

Purpose

To review the effectiveness of the school's communication with parents/carers; to identify opportunities for communicating effectively with parents/carers; to identify how staff might improve practice in communicating with parents/carers

Description

As a starting point for discussing the school's communication with parents/carers, introduce **resource sheet 5.1** to the whole staff or groups of staff and encourage use of similar cards. The following questions can structure the discussion about communicating with parents/carers.

- What methods do we use to communicate with parents/carers?
- What do we tell parents/carers about?
- How often do we communicate with parents/carers?
- Do we communicate success to all parents/carers?
- What are the main barriers to communicating with parents/carers?
- How do we motivate those parents/carers who are harder to reach, feel culturally excluded or would not normally engage with the school?
- Which of the examples might we adopt or adapt for use in our school?
- What more can be done to improve communication with parents/carers?

In pairs, participants:

1. consider **resource sheet 5.2**;
2. add examples appropriate to their school.

Summary

Effective schools:

- strive to strengthen partnerships with parents/carers;
- ensure mutual understanding of roles and responsibilities;
- communicate success.

Links

Toolkit units 6: Classroom behaviour; 4: Bullying; 9: Attendance

Behaviour and attendance training materials: Core day 3 – *Monitoring whole-school practice to promote positive behaviour and attendance* (DfES 0020-2004 R)

Behaviour and attendance: in-depth audit for secondary and middle schools (DfES 0207-2003 R)

Activity 5.2: Involving parents/carers and governors so that improvements in behaviour and attendance continue outside school

Working together

If parents/carers have been engaged in the formulation of the school's behaviour and attendance policy it would be a natural extension to engage them in drawing up an effective rewards and sanctions system. Such involvement can help ensure that pupils and parents/carers value the system.

Sanctions are most effective when parents/carers understand and support the purpose of the school's sanction system as promoting positive behaviour and attendance rather than simply punishing. Governors have statutory responsibilities, which they can best discharge if they work in partnership with the school staff and parents/carers in agreeing policy and its implementation, especially when discharging their responsibility for monitoring exclusions. If parents/carers experience regular positive communication with school and understand the purpose and principles underpinning the school's rewards and sanctions policy, they will be less defensive when sanctions such as exclusions are applied.

Schools may wish to engage parents/carers in discussions about the school's behaviour and attendance policy, in identifying effective practice and in the review of current communication systems. For example, parents/carers can be very effective in:

- reinforcing the system by administering rewards and sanctions at home;
- working with the school to ensure that their child abides by any sanctions;
- evaluating the impact of rewards and sanctions on their child and giving feedback to the school;
- assessing existing systems;
- suggesting improvements to the system.

Audience

All staff or SLTs, behaviour and attendance leaders

Purpose

To consider the key influences on parents'/carers' responses to communication from the school; to identify how staff might improve their practice in communicating rewards and sanctions with parents/carers

Description

Introduce **resource sheet 5.3** for participants to discuss as a whole group or in small groups.

Participants:

1. Consider the key influences on parents'/carers' responses to communication from the school;
2. consider how the school might gain parents'/carers' support in applying rewards and sanctions.

Use the following questions to structure the discussion.

- How might we get feedback from parents/carers about the effectiveness of our communication of the rewards and sanctions policy?
- How do we ensure parents'/carers' support for sanctions as we might for rewards?
- How do we know the best method to use when communicating with parents/carers?
- How do we communicate the rewards and sanctions policy on a regular basis to those parents/carers who are hard to reach, feel culturally excluded or would not normally engage with the school?
- How can communication on the rewards and sanctions policy be achieved on a regular basis?
- What might you do differently to your system of communicating rewards and sanctions to parents/carers, to ensure their support for the system?

During the plenary participants consider how they might improve practice; what this would look like; and how it could be monitored and evaluated to inform further development.

Summary

- Engage parents/carers in drawing up the rewards and sanctions system.
- Involve governors in agreeing policy and its implementation.
- Ensure that the school works with parents/carers to:
 - discuss the school's behaviour and attendance policy;
 - review current communication systems;
 - identify effective practice.

Links

Toolkit unit 6: Classroom behaviour

Advice on whole-school behaviour and attendance policy (DfES 0628-2003 R)

Resource sheet 5.1

Cards from school to parents/carers

Dear Mrs Holborn

You will be proud that Carolina has handed all of her Science homework in on time during this half term.

Congratulations to Carolina. We look forward to celebrating her continued success.

Mrs Boyd
Form Tutor

Stamp

.....
.....
.....
.....

Mid School says



Dear Mr and Mrs Rafiq

Mid School would like to congratulate Dwayne for improving his attendance over the last two weeks.

We would like to thank you for the support you and your family offer Dwayne and hope we can continue working in partnership.

Good attendance is the key to learning.

Mr and Mrs Rafiq
77 Attend Road
Anyplace
Any County
AN76 8JK

Well done!

XXX School would like to say thank you for ensuring that your child attends school regularly and is punctual.

These are important years and as you know, every day counts when it comes to education for life.

Paul has had a good week in his behaviour and attendance.

Please remember:
if you have any concerns, contact us immediately.
We are here to support you.

Resource sheet 5.2

What schools might communicate with parents/carers

| What the school might communicate with parents/carers | Impact on the pupil's motivation | What the school can do to communicate more effectively with parents/carers |
|---|----------------------------------|--|
| Their child's positive interactions between staff and other pupils, e.g. responding to requests | | |
| Their child's positive or improved attendance, e.g. arriving on time for lessons | | |
| Their child's acceptance of new challenges, e.g. setting appropriate goals | | |
| | | |
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Resource sheet 5.3

The award and letter home, a letter home

Mathematician of the Week

Awarded to **Kieran Kayode** on 20 October 2004 for:

- demonstrating a clear understanding of Pythagorean triangles
- attending all four lessons
- working cooperatively in the group-work sessions

Signed

XXX School, School Road, Attenbridge, AT2 BH8
22 October 2004

Mr and Mrs Kayode
1 The Avenue
Anytown
AN6 7TM

Dear Mr and Mrs Kayode

I am delighted to inform you that Kieran has continued to make excellent progress in school this term. He was presented with the award for 'Mathematician of the Week' at year group assembly this morning.

We thank you for the support you and your family offer Kieran and the school, ensuring that he is punctual, attends school regularly, behaves well and puts effort into his school work. We hope we can continue working in partnership during these important years in Kieran's school career.

Yours sincerely

Alex Baxter

Mr Baxter
Head of year

XXX School, School Road, Attenbridge, AT2 BH8
5 November 2004

Mr and Mrs Goode
11 The Avenue
Anytown
AN6 7TM

Dear Mr and Mrs Goode

I am writing to inform you that today Kelly was involved in an incident whereby she sprayed graffiti on a wall in the school.

It is standard practice in this type of case to give the pupil a detention. Kelly will be on detention for an hour after school on Thursday 9 November to clean the wall. I would appreciate your cooperation in this matter.

If you have any questions please do not hesitate to contact me.

Yours sincerely

Amelia Bailey

Mrs A Bailey
Deputy Headteacher