

Friarage Community Academy

Appendix 1- reward and consequence system

Rewards Overview

Pupils are rewarded in a variety of ways for following the school rules and demonstrating positive attitudes to learning.

- **Dojo Points:** Awarded for following our core values – BE SAFE, BE KIND, BE BRAVE, BE RESPECTFUL and WORK HARD – as well as for good attendance, punctuality, and positive learning behaviours. Pupils can choose to spend their Dojo Points in the Pop-up Shop or save them towards bigger prize
- **Celebration Assembly:** Each Friday, pupils' work and learning behaviours are celebrated, and certificates are awarded. Staff and pupils are explicit about which core values have been awarded and why.
- **Half-Term Achievement:** At the end of each half term, one child from each class is chosen for exemplary work, effort, or contribution.
- **Other Rewards:** Positive verbal feedback, stickers, postcards, certificates, phone calls home and other recognition are given regularly by staff.

STAGE	WHAT IT LOOKS LIKE	STAFF ACTION	WHAT ADULTS WILL SAY
R1	Following school rules and values (BE SAFE, BE KIND, BE BRAVE, BE READY)	Verbal praise. Award up to one dojo	"Thank you for being _____ (the value being demonstrated) ."
R2	Noticeable effort, improvement, or positive learning behaviour.	Verbal praise. Award up to two dojos	"I can see the effort you have put into _____. You have been really _____. " (core value being demonstrated)
R3	Consistently high effort, excellent work, or significant improvement.	Verbal praise. Award up to three dojos	"That was outstanding effort with _____. You have really impressed me."
R4	Remarkable effort or contribution that positively impacts the class or school community.	Award Gem + special sticker from SLT. SLT may give up to three extra dojos . Teacher contacts parents.	"You have earned a Gem for _____. Let's share why this was so impressive."
R5	Exceptional achievement that should be celebrated with parents.	Award Gem + special sticker from SLT. SLT may give up to five extra dojos . SLT to contact parents.	"Your effort/achievement in _____ was exceptional. We will let your parents know how proud we are."

Class teachers will track Gem awards to ensure positive follow-up conversations with parents/carers take place.

Gem Rewards – Whole School Achievements

At Friarage, pupils work together to collect Gems. Every Gem added to the school jar takes us closer to a special whole-school reward. This encourages teamwork, celebrates effort, and shows the impact of positive choices across the academy.

Reward Milestones

GEM TARGET	SUGGESTED WHOLE-SCHOOL REWARD
100 Gems	30-minute afternoon break with music
250 Gems	Cupcake Creation afternoon including a 30 mins afternoon break with music
500 Gems	Activity afternoon (art, games quizzes) in class including a 30-minute afternoon break with music
750 Gems	Movie afternoon with popcorn
1,000 Gems	Disco Party afternoon including non-uniform
1,250 Gems	Ice cream/treat including a 30-minute afternoon break with music
1,500 Gems	Performance/Experience e.g., Sports Coach, Theatre, magician.

⚠ Important: Activities and additional milestone markers will be agreed with the children. If a pupil receives a **C5**, they will not take part in the **next reward earned** by the school.

A Fresh Start	<ul style="list-style-type: none">• Pupils return to Green at the start of the day, after break, and after lunch.• Any unfinished sanctions are completed calmly the next day, but children start fresh on Green each morning.
No Shouting Policy and Restorative Approach	<p>Adults will not shout at pupils when dealing with behaviour. Adults teach children what good behavior looks like and deal with all incidents using a Restorative Approach.</p> <p>The following philosophy will be employed:</p> <p>“When little people are overwhelmed by big emotions, it is our job to share our calm. Not join their chaos.”</p> <p>Restorative Approach Across All Stages:</p> <ul style="list-style-type: none">• Calm tone, no shouting.• Focus on repair and learning from mistakes.• Use of reflective questions: "What happened? What were you thinking? What do you need to do to put things right?"

Consequences

STAGE	BEHAVIOUR EXAMPLES	STAFF ACTION	WHAT ADULTS WILL SAY
Reminder	Low-level behaviours (e.g., swinging on chair, calling out, distracting others, not following instructions).	Give an in the moment clear rule reminder.	<p>"Remember to show green behaviours you need to ___. Right now, you are choosing not being _____ (choose the specific value). If you continue to that will be a C1 and you will miss 5 minutes of break.</p> <p>When a child makes the right choice remember to say, 'Thank you for'</p>
C1	Continued low-level disruption after reminder: <ul style="list-style-type: none"> • swinging on chair • calling out • unkind words • refusal first time. 	5 minutes of break missed. Remind pupil of the rule.	"Our rule is _____. You did not follow it this time, so you will spend 5 minutes with me at break time. Next time, I need to see you _____."
C2	Continued disruption after C1.	10 minutes of break missed. Reaffirm expectations.	"Our rule is _____. You have chosen not to follow it, so your consequence is 10 minutes with me. I expect to see you _____."
C3	Ongoing disruption after C2. Given immediately if physical behaviour is used (e.g., unkind hands), even if responsibility is shared.	15 minutes of break missed with restorative conversation. Inform Head	"Our rule is _____. You have continued to choose not to follow it, so you will spend 15 minutes with me. We will talk about what happened and how to put it right."
<p>As an adult, are we using all the agreed language, strategies and, if appropriate, individual relational support plans and/or risk assessments to help a child manage their behaviour and avoid getting to C4. Have we ascertained what led to this point and whether any other children were involved?</p>			
C4 (Log on CPOMS)	Continued refusal to follow reasonable instructions. Immediately given for: <ul style="list-style-type: none"> • Leaving the room without permission • Destructive or unsafe behaviour 	30 minutes out of class with SLT. Class teacher will inform the child's parents. (SLT speak to child for 5 minutes, if they are regulated child returns to class to continue their learning. They return to SLT for the rest of their 25 minutes during their lunch break to have restorative conversation and complete work).	<p><i>This is red behaviour. You are not being safe. The SLT will want to talk to you about this.</i></p> <p><i>SLT to ask the child about the value not being followed and what the child can do to make themselves feel proud.</i></p>

C5 (Log on CPOMS)	Severe behaviours such as: <ul style="list-style-type: none"> Physical violence against another pupil or adult including threatening behaviour. Proven bullying including around protected characteristics Intentional / repeated destructive or unsafe behaviour Bringing prohibited items into school 	Consequence could include internal or external suspension depending on severity, in line with DfE guidance. Parents contacted by SLT.	<p><i>This is red behaviour. You are not being safe. (At this point send for a member of SLT).</i></p> <p><i>SLT to ask the child about the value not being followed and what the child can do to make themselves feel proud.</i></p> <p><i>"You have not followed our rule, which is _____. Because of that choice, you will be sent to a senior leader. Together, you will discuss what happened and how we can move forward."</i></p>
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