

<b>Local Procedure Title</b>	<b>Rewards and Consequences</b>
<b>Service</b>	
<b>ACS Policy number and title</b>	<b>ACS 08 Rewards and Consequences</b>
<b>Local Procedure template reference</b>	<b>ACS LP 08</b>
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<b>Local Procedure Author(s)</b>	Jamie Dowsett
<b>Local Procedure Ratification</b>	Checked and Approved by: Shane Kenny

<p><b>1. Purpose</b></p> <p>The Rewards and Consequences policy aligns with and promotes the core values of Respect, Believe, and Succeed at Unsted Park School. These values underpin our approach to behaviour management and student support, ensuring a holistic and inclusive educational environment.</p> <p>The policy aims to create a positive and supportive environment that encourages appropriate behaviour and both academic, social and emotional achievement among students with autism at Unsted Park School. It outlines clear and consistent rewards and consequences, ensuring that all students understand the consequences of their actions in a manner that is sensitive to their needs.</p>
<p><b>2. Reward Principles</b></p> <p>At Unsted Park School we believe that every child should have an opportunity to be rewarded for positive behaviour, academic achievement and social / emotional progress. Rewards will be issued fairly and appropriately and follow the following principles:</p> <p>Positive Reinforcement: Recognise and reward positive behaviour to reinforce desired actions.</p> <p>Individualised Approach: Tailor rewards to the interests and motivations of each student.</p> <p>Consistency: Ensure rewards are consistently applied to maintain trust and understanding.</p>
<p><b>3. Types of Rewards</b></p> <p>Verbal Praise:</p> <ul style="list-style-type: none"> <li>• Immediate and specific feedback to acknowledge positive behaviour or achievements.</li> </ul> <p>Points System:</p> <ul style="list-style-type: none"> <li>• Students earn points for positive behaviours aligned to the Aspris Key themes (Fun &amp; Friendly / Positivity / Courage / Resilience / Innovative / Aspirational). These key themes are underpinned by our School values of Respect Believe and Succeed. Our school values are linked directly to Unsted Park School's behaviour expectations. Students can earn 1 point per lesson. (bonus points can be awarded for exceptional circumstances).</li> </ul>

## Children's Services: Local Procedure Template

### Certificates:

- Subject certificates -presented each term by subject teachers to recognise academic, social and emotional progress.
- Points Certificate -presented termly to students to recognise their points achieved in each of the 6 Key Themes (Fun & Friendly / Positivity /Courage /Resilience /Innovative /Aspirational).
- Points certificates can be exchanged for items in the rewards shop.

### Rewards Shop:

- Unsted Park Rewards shop will be open on the final day of each half term
- Points certificates can then be exchanged for items.
- Students have the option to save their certificate for bigger rewards.
- Items for the reward shop will be discussed in student council each term.

### Parental Involvement:

- Positive notes or phone calls home to inform parents of their child's achievements.

### Special Responsibilities:

- Assigning special roles or responsibilities that the student finds rewarding

### Celebration of Achievements:

- Regularly celebrate individual and collective successes that exemplify the core values in school assemblies, newsletters, and classroom activities.

All staff at Unsted Park School can issue rewards, non-teaching staff will need to notify the student's tutor if they would like to issue a reward.

**4. Consequence Principles**

At Unsted Park School we believe that challenging behaviour is a form of communication therefore we will always try to understand the reasons why a child presents with challenging behaviour. To do this we ensure that our staff follow each child’s PBS plan and implement Clear Expectations / Consistency / Sensitivity / Restorative Approach.

Clear Expectations: Clearly communicate rules and expected behaviours to students using Unsted Park School Expectations



Consistency: Apply sanctions consistently to ensure students understand the consequences of their actions.

Sensitivity: Consider the individual needs and understanding of each student when applying sanctions.

Restorative Approach: Focus on helping students understand the impact of their behaviour and encourage positive change.

## 5. Types of consequences

Unsted Park School will follow the schools' behaviour management plan which outlines a clear strategy for supporting students that present with challenging / undesirable behaviour:

### Teacher Debrief

- Behaviour Awareness (Student is made aware of their behaviour)
- Behaviour Prompt (Student is asked to change behaviour, with support )
- Verbal Warning (Student warned their behaviour will be logged on Enage )
- The teacher will then debrief the student (using restorative justice questioning) to address challenging behaviour (at the end of the lesson) and determine if a break time reflection is appropriate. If the student refuses to engage in the debrief then a break time reflection will be issued for the next school day and parents will be notified.
- Pastoral department will review incidents from the day and determine if further actions or parental involvement are required.

### Break time Reflection

- Break-time reflections are used when a student chooses to ignore or cannot follow staff attempts to support challenging behaviour.
- Breaktime reflections will always be reviewed to ensure they are issued fairly and appropriately.
- Potential benefits of breaking time reflections include: awareness of boundaries and consistent structure; opportunity for self-reflection; academic support and opportunity to complete missed work in a quiet environment; ongoing support to help demonstrate appropriate regulation techniques; used to address root causes or potential triggers; develop a sense of accountability where students take responsibility for their actions; Opportunity to discuss the rewards system and positive reinforcement
- If a student refuses to attend, the reflection will continue on the following day. Students will also move directly to a pastoral debrief and their parents notified.

### Pastoral Debrief

- Debrief with the pastoral team to discuss potential strategies to improve/support behaviour.
- The pastoral team will review and analyse behaviour incidents to determine patterns of behaviour and potential triggers using the ABC model (Antecedent / Behaviour / Consequence).
- The information gathered will be used to support a future UTAC.

### UTAC

- Unsted Team Around Child
- Unsted team to meet and discuss student's strengths and challenges to support outcomes and future aspirations. Questions will be linked to the Autism Education Trust framework.
- Specific behaviours identified and PBS plans updated accordingly
- Behaviour data discussed and reviewed.
- Therapy provision discussed and reviewed
- Therapy / Teachers / SLT / LSA's involved

### SLT Debrief

- Student debrief with a member of SLT to discuss potential strategies to improve/support behaviour. SLT will discuss any appropriate information from the UTAC.
- SLT will review the student's PBS plan with the student to ensure the pupil's voice is heard and make any relevant changes to the document.
- SLT will review the student's paperwork including EHCP and risk assessment to ensure the school can meet the needs of the child.

### Parent Meeting

- Parent meeting to be held with SLT and SENCO .
- The team will identify potential strategies to help support behaviour
- The team will discuss the UTAC and any updates to the documentation. SENCO will review EHCP paperwork.
- If appropriate an emergency placement review will be organised to discuss progress. The students case officer from their local authority will be invited to the meeting.

## 6. Implementation and Monitoring

### Staff Training:

- Regular training for staff on effective strategies for managing behaviour and supporting students with autism through AET framework and Team Teach.
- Understanding individual needs and developing personalised approaches through effective PBS planning.

### Consistency across the School:

- Ensure all staff apply the rewards and consequences consistently.
- Use clear and consistent language when addressing behaviour.

### Student Involvement:

- Involve students in setting their own goals and understanding the rewards and consequence process.
- Encourage self-monitoring and self-regulation.

### Regular Review:

- Regularly review the effectiveness of the rewards and consequence policy.
- Adjust based on feedback from students, parents, and staff.

### Record Keeping:

- Maintain records of incidents and actions taken to ensure transparency and consistency through Engage. (All staff can report behaviour concerns on Engage).
- "Natural consequences" are recorded on Engage
- Pastoral and tutors can use these records to identify patterns and develop targeted interventions.

Children’s Services: Local Procedure Template

<b>Contents Checklist</b> (Local Services may add additional items – this is a core list)		
How are behaviour expectations which may lead to consequences and rewards communicated to children and young people?		Who can decide that a reward has been earned, and what that reward might be?
How are children and young people made aware of what consequences and rewards may be applied?		How are records of consequences and rewards maintained, and who does this?
How are staff made aware of what consequences and rewards may be applied?		How are consequences and rewards monitored?
Who can decide that a consequence should apply, and what that consequence should be?		If ‘natural consequences’ arise, how are these recorded and monitored?

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>
1/9/24	Jamie Dowsett	Revised point system section 3 Revised types of consequences section 5