



REWARDS AND CONSEQUENCES (BEHAVIOUR) POLICY

July 2025

Scope

This document contains The Serendipity Centre Ltd's (TSCL) policy on rewards and consequences.

Introduction

This policy has been written in consultation with the whole staff and students of The Serendipity School and is intended to outline the key principles and philosophy underlying a positive, rewards-led, whole-organisation behaviour management strategy that celebrates achievement, acknowledges students' progress and supports each individual's behavioural, social and emotional development. Our intention is to reinforce good behaviour through the curriculum and to model appropriate conduct, rewarding improving students and holding those who behave poorly accountable for unacceptable conduct, with the intended outcome to improve their behaviour. This pro-active philosophy is supported by guidance from the DfES circular 9/94, 'The Education of Children with Emotional and Behavioural Difficulties' which stated;

'School policies on behaviour, understood and acted upon by all members of the staff and pupils are needed for effective management in the classroom.'

'Behaviour management policies should not just be about containing pupils; they should be positive and enable the development of the child along with the desired improvements in behaviour.'

At The Serendipity School we aim to foster a safe, educationally rich environment, characterised by respect and dignity for all, and one in which our students can grow into responsible, independent learners capable of functioning well both in school and in the wider community.

The school aims to maximise the [positive] encouragement given to the students and minimise the necessity for consequences. In order to enhance the quality of life in school, and to promote effective academic and social learning, this encouragement should reward and celebrate both desirable behaviours and achievement. It is expected that as students gain reward for regular achievement and grow in confidence and take responsibility, they will make positive and lasting progress towards independence.

With its aim of helping students to change their behaviour positively, the school places more emphasis on the positive aspects rather than the negative with a focus on the notion of 'catching them when they are getting it right'. This notion, plus a points system based around differentiated expectations of conduct and behaviour engagement, is integral to this policy.

At The Serendipity School, it must be recognised that due to the difficulties and traumas experienced by many of our students, that there is perhaps a greater potential for behavioural difficulties (and hence disciplinary problems) than in a mainstream secondary school. The school therefore needs to be prepared to deal with disciplinary problems on a day-to-day basis and individual to the student.

All staff are expected to encourage good behaviour and respect for others, and to apply all rewards and consequences fairly and consistently. Well planned, interesting and challenging lessons make a major contribution to good discipline. Programmes of study and the methodology used in teaching the students should be well thought out and of a consistently high standard and delivered in a way that is exciting to ensure the students want to engage.

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This rewards and consequences policy will be achieved within the framework of the school's philosophy and ethos.

References

- [RD1] Exclusion Policy
The Serendipity School
- [RD2] Promoting Positive Behaviour Policy
The Serendipity School
- [RD3] Code of Conduct
The Serendipity School

Abbreviations and Acronyms

Abbreviation or Acronym	Description
TSCCL	The Serendipity Centre Ltd
DfE	Department of Education

Using Student Motivation to Promote Appropriate and Responsible Behaviour

An effective points system needs to be based on an understanding of motivation. Motivation occurs when a child realises there is a connection between their actions and the outcome of their actions.

1. Intrinsic Motivation

Intrinsic motivation refers to the feeling of pleasure, satisfaction and enjoyment a person experiences during an activity rather than after the activity. Intrinsic motivation is concerned with the process, not the end product or consequences. Intrinsic motivation is the earliest form of motivation. Activities or tasks completed in lessons can, for example, be judged in terms of their intrinsic motivation.

2. External Motivation

External motivation refers to when the reason for doing something is external, for example you may do some thing to earn a reward or to avoid a consequence.

3. Internal Motivation

Internal motivation refers to actions that are pursued because a value is attached to the outcome itself.

Moving from External to Internal Motivation

A student may not be motivated to progress, develop or change if she does not perceive any connection between her action and the outcomes of her actions. They may become de-

motivated and none of the above forms of motivation will impact on their lives. They may experience feelings of incompetence and lack of control over their lives.

We can encourage, promote and foster a move from external to internal motivation through a process of internalisation. Internalisation describes how people learn to control their own behaviour. It may involve learning to limit some natural behaviour or to engage in activities that are not found to be intrinsically motivating.

For internalisation to occur successfully the following elements are required:

1. Structure

Students need to know what rules they need to follow, why they need to be followed and what will happen if they are not followed. In addition, consequences need to be provided when rules are not met.

2. Involvement

Students need to feel the warm, responsive interest of people who are important to them. Students are more likely to internalise behaviours that are important to respected teachers, support assistants and care workers.

3. Support for Autonomy and Independence

For internalisation to occur, students must be provided with opportunities to experience choice in relation to the rules. This will also encourage the growth of independence.

4. A Desire to Learn

Students can often be motivated by a desire to show their competence. They can adopt one of two possible orientations to learning, which are:

- A. Improving one's ability – a student defines her success in relation to previous performance or progress.
- B. Proving one's ability – a student defines her success in relation to the performance of her peers.

The Points System

The points system aims to

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate students to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence

This system is based on both behaviourist and learning theories, which demonstrate that awarding points with rewarding consequences encourages acceptable/appropriate behaviours whilst discouraging the inappropriate/unacceptable behaviours by not gaining points. In group situations a system of this kind can promote both individual motivation and a manageable, healthy element of competition. To support all of this, we adopt a child-centred, therapeutic

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caring approach which scaffolds our students basic needs whilst, at the same time, allowing each individual to develop a sense of belonging and to become self-actualised independent learners as they grow emotionally.

Learners at The Serendipity School will be encouraged to be:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

As these qualities grow, behaviour develops to become appropriate/acceptable (supported and encouraged by adult intervention) and further to become responsible and independent (relying less and less upon adult intervention).

The Structure of the Points System

The critical or essential behaviours underpin our belief that every student has a right to learn and every teacher has a right to teach.

At The Serendipity School, the awarding of points are tied to expectations of respect, achievement, targets and engagement and participation.

Awarding STAR Points

The points system aims to develop positive student attitudes and responsible student behaviour. These are the pre-requisites for success and achievement. Points are awarded for all sessions throughout the day, including tutor time and social times.

The points system uses the prefix STAR to categorise the areas for which points can be awarded.

Points can be awarded in the following areas:

- S** – To learn I need to **stay** in all my lessons.
- T** – To learn I need to complete the **task** set.
- A** – To learn I need to do my best to **achieve**.
- R** – To learn I need to **respect** all others and our environment.

If I stay in class and stay on the task that I have been set, I am more likely to achieve my best. By doing this it shows respect to myself and others around me.

Wearing the correct uniform allows the students to achieve the uniform point (**U**) which is recorded at afternoon tutor time, and demonstrates a respect for the school rules. One bonus point in every lesson is available for students and is linked to the learning in their lesson, as displayed on the lesson learning slide. Bonus points are also available during tutor times, at social times and STAR Time at the discretion of the staff.

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STAR points are recorded in each student's STAR Book which they carries with them throughout the school day. STAR points are also entered on to the school database at the end of every lesson, which allows for live data to be collected and analysed on a daily, half termly and termly basis.

Whilst we aspire for excellence, we aim for students to display an acceptable level of behaviour and achievement. Education staff need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system.

Students begin each session with zero points. The theoretical foundation for this is the principle of 'Rewarding Partial success'. 'Rewarding Partial Success' is a positive management response. It gives students positive information and reinforces/promotes appropriate behaviour. Adopting the position of 'Rewarding Partial Success' reflects the belief that our students have passed through a variety of educational establishments and arrived at our school because punishment or other consequences have been unsuccessful.

'Rewarding Partial Success' recognises that student self-image and self-esteem is important, as students tend to behave in a manner that is consistent with their self-image. When a student's self-image is particularly low the individual protects their self-esteem by processes of:

1. REJECTION - "It wasn't me I didn't"
2. PROJECTION - "It wasn't me It was"
3. DENIAL - "I didn't" i.e. it didn't happen

At the end of each day a final daily total is recorded. Every student has their own individual daily target to meet, which translates into a personal weekly target. If a student meets or exceeds their weekly STAR point total they may be eligible to participate in STAR Time, which occurs every Friday afternoon.

STAR Time Criteria

The school aims to operate a rewards system in a fair and equitable manner. Each student agrees their own targets in a 'My STAR Targets' sheet. These targets are set to be challenging yet achievable for each student so that they have a realistic chance of success. The reward system is linked to the student's Individual Education Plan (IEP). This means that once they have achieved one of their targets, they will be set another which will be slightly more challenging. These targets should be reviewed periodically to ensure they promote high expectations for each individual while remaining realistically achievable.

In most cases, the maximum daily points target for a student is 48, this is the total of all available points not including bonus points. The daily target should be multiplied by 5 to produce a figure for a weekly target.

If a student misses all or part of a day due to an authorised absence the weekly target should be reduced accordingly. For example, if a student has an appointment which means they did not arrive in school until the start of lesson 3 her weekly target will be reduced by 24 points (this is the points available in the sessions which they missed). This does not apply if a student misses all, or part, of a day for unauthorised reasons. In this case they will receive zero points for the sessions they missed.

At the end of the school day on Thursday the Tutor should total each student's points achieved from Friday of the previous week to the end of the day on Thursday. Bonus points should be

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included as part of the total. This will be cross referenced with the STAR points recorded on the database during the staff debriefing session after school on a Thursday afternoon.

If a student meets, or exceeds, their weekly points target they have qualified for STAR Time on Friday afternoon of that week. Students are not required to meet their daily target each day of the week, the achievement of STAR Time is determined by whether or not the student reaches their Weekly Target.

Tutors may want to keep their Tutees informed of their points total as it develops during the week so they are aware of what they need to do in order to achieve STAR Time.

If a student does not meet the criteria they will be supported by staff to carry out a STAR Time reflection sheet, to complete any outstanding classwork and complete a reflection activity during STAR Time.

STAR Time activities work on a four week carousel and the students participate in their tutor groups. On site activities include watching a film, making holistic well-being products, cooking and arts and crafts. Every fifth week the STAR Time activity is off site, whereby all students that have achieved their weekly STAR points for that week join together for an activity. Such activities may include bowling, going to the 'pick your own' farm to pick strawberries, going for a walk on the beach or in a local country park, or visiting a local farm to feed the animals.

The normal criteria will apply to qualify for the off-site STAR Time, however if a particular student presents a high risk if taken off-site, they will not be able to join the off-site activity. This will be judged in accordance with their risk assessment and dynamically risk assessed throughout the week. If they have otherwise met the points criteria that week they will be offered an on-site STAR Time activity.

Behaviour for Learning

At the end of each lesson, a student is awarded a Behaviour for Learning grade (BfL) in. The purpose of BfL grades is to encourage students to develop an understanding of the characteristic of successful learners and behaviours which support effective learning. The BfL grade is awarded on a 0-4 scale with 4 representing sustained positive learning behaviour throughout the whole lesson. Criteria for grades are displayed in every classroom. The discussion which accompanies the award of the grade is an essential component of the process as this is where students' appreciation of effective learning behaviours can be developed.

BfL data is entered into the school's data base each lesson which allows for analysis of trends in relation to individual students and across the whole school. This is discussed regularly throughout the year during staff meetings.

Rewarding Achievement

Every Friday morning, after breakfast, students and education staff meet in the hub for the weekly achievement celebration assembly where we review the week and award student of the week certificates. Certificates are awarded for Academic Progress of the Week, Homework of the Week, PPT (personal progress target) Award, Citizen of the Week, 100% attendance, wearing full uniform all week and 'Caught Being Good'. Nominations for each category are discussed at debriefing on a Thursday afternoon.

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At the end of each half term certificates are awarded for good to outstanding attendance. In addition, at the end of each term certificates are awarded for progress in each subject area, effort in each subject area and for good to outstanding attendance.

Additional Rewards

Individual students may have individual rewards to suit their individual need, to encourage positive behaviour. For example, some students may have a sticker chart, whereby a sticker is achieved every time the set personalised target is met in lessons. In discussion with the student a target number of stickers will be set which, when met, will be rewarded.

In addition, groups of students may be rewarded for making continued positive choices when compared to one or some of their peers. For example, a group of students may be taken off-site for an activity while others stay behind in school to reflect upon the inappropriate choices they have made.

A scheme known as 'Caught Being Good' also operates whereby any member of staff can capture a moment of good behaviour, thoughtfulness to others, positive citizenship etc.. Staff enter the student's name and reason for the nomination onto a slip of paper. One winner is drawn during the celebration assembly each Friday. All nominations are also displayed that week on the rewards display.

In addition to the informal, internal recognition of good behaviour and work, staff can employ further techniques which take an individual students success out into a wider audience. For example

- send examples of good work home for parents/carers to see
- present good examples of work in class
- display good work in classrooms and around the school in display areas
- collect examples of students' school work for presentation at case reviews so that parents/
carers and visitors can add their encouragement to ours.

Rewards gained previously for good behaviour or work should not be forfeited except as a last resort.

Consequences

There is a comprehensive whole-school approach to applying consequences and, for overall underperformance, these consequences are designed to be consistent and fair. The points system encourages students to take ownership of their own behaviour and to understand the choices available to them.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

The STAR Book allows staff to share information about unacceptable behaviour with parents/carers. If a student has behaved in an inappropriate manner a brief explanation of the incident should be entered in the database and recorded on the behaviour log. Such information can be extremely useful when seeking to establish patterns of behaviour and can be brought to the attention of parents/carers at annual reviews and other meetings/contact.

The nature of an incident of concern will determine the level of reporting to be completed. In cases where an incident is deemed to be of a nature that is too serious to be recorded on the behaviour log, a 'Serious Incident Form' or a 'Cause for Concern' should be completed by the member of staff concerned.

School Based Consequences

Within the context of the classroom the following sequence could be followed when selecting and administering a consequence for unacceptable behaviour.

- Prompt student for co-operation or compliance.
- Verbal reminder/advice/intervention.
- Draw student's attention to school word 'Respect'.
- Draw student's attention to STAR posters.
- Draw student's attention to personal targets and daily STAR points target.
- Verbal warning of consequences. For example, "You will not be able to EARN your STAR points for ...".
- Move seats/learning support assistants give closer support.
- Time out to cool off or calm down (supervised by a member of staff) when the student's behaviour becomes unmanageable within a group situation, using individual's calming plan.
- Consequence reflected in points awarded to student.
- Increased staff supervision.
- To complete schoolwork immediately during breaks, or at home, if the work has not been completed during lesson time.
- Write a brief comment in the STAR Book.
- More serious incidents should be recorded on the behaviour log on the database, or on a Serious Incident Form or a Cause for Concern form, emailed to the Safeguarding Team and recorded in the relevant books in the staffroom and logged on the database using the relevant reference number.
- Individual member of staff keeps student behind at break time, lunch time or after school.
- Request that the student serve loss of break at morning break, lunch time or after school, following the school policy for setting detentions.
- Withdrawal from off-site, STAR Time or out of school activities.
- Where there are concerns which are more serious due to persistent refusal to co-operate or behaviour likely to prevent teachers teaching or students learning, the student's name will be added to the MDT (multi-disciplinary team – held every Wednesday) agenda for further discussion. The Head Teacher may make provision for a period of internal exclusion in which a student would have to make reparation before being reintegrated into the life of the school.
- For incidences of violence, theft, drugs and criminal damage, the Head Teacher may involve the police and charges might follow as a result.
- On the rare occasion when all of the above consequences fail to work, multi-professional advice and support will be sought in order to arrive at solutions that will allow a student to continue to attend successfully.

The Serendipity School uses exclusions as a last resort, see *Exclusion Policy* [RD2] and every effort will be made to support students to take advantage of the full range of opportunities on offer.

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All students are to be treated with unconditional positive regard and every effort will be made to correct behaviour and provide support to students to enable inclusion. Relationships based on trust, respect and fairness are vital between staff and students.

Consequences should not be used liberally or without forethought and some consideration with regard to the needs of the student, as well as indicating to the student that their behaviour is unacceptable and giving some warning that an escalation of behaviour may result in some loss of privilege.

Staff should note that consequences should not be applied to a group of children as a sanction for the offences of an individual, or as a means of applying group pressure against the individual student. Furthermore, **students should not be given the authority to use any consequences or physical intervention against other students.**

The Serendipity School also protects the rights of all people who work at or visit the school and, to that end, all staff are trained in techniques that enable them to physically intervene to prevent injury to themselves and our students, see *Promoting Positive Behaviour Policy* [RD3].

In most cases of non-compliance, the list of consequences agreed by the staff will usually be enough when followed through fairly and consistently to correct unacceptable behaviour when it occurs.

Absconding

There are safeguarding procedures that must be followed if a student absconds, see MISPER plan and grab sheet folder, held in Head Teacher's office. After such an incident, further discussions will be had during education debriefing, at MDT meetings and at Safeguarding Team meetings to allow for supporting strategies to be identified and put in place.

Loss of Social Times

The member of staff should determine the length of loss of social times. Loss of social times is usually served in the classroom.

Loss of social times gives the student the opportunity to reflect and identify ways to put things right so that she can re-focus her energies into having a good day, rather than having a consequence hanging over her. Completing the loss of break in an acceptable manner would indicate that she has accepted responsibility for her behaviour and made reparation.

If a loss of social times is not completed satisfactorily it may be extended, repeated or may have to be repeated until completed satisfactorily. Attendance, completion and compliance during loss of social times are recorded on the database.

Repeated failure to complete loss of social times satisfactorily may result in a student losing some of their STAR Time on a Friday afternoon.

Through regular staff discussions the school endeavours to ensure that staff apply all standards consistently and fairly. Parents/carers are also encouraged to support good behaviour and positive habits in their children. The standards of behaviour expected of students is summarised in the school's *Code of Conduct* [RD4].

Monitoring and Review

In order to ensure that it reflects current best practice, this policy will be reviewed every year. The Head Teacher will assess the progress of the policy and will decide on any changes in conjunction with the staff and students.