

## Appendix 2 – Awards and Prizes at Southcoates

### Awards and Prizes at Southcoates Primary Academy

#### Behaviour and Good Work

- **Daily**
  - Gold tickets are awarded by all staff for any child who is showing great effort, a positive attitude, display excellent manners, behaving in a respectful way or has produced some high-quality work.
- **Weekly**
  - Gold ticket certificates are presented during the Friday celebration assembly. These certificates are awarded each time a child has earned a multiple of 10 gold tickets. Certificates celebrate great people from Hull. The certificate is awarded, and each child receives a house point when they receive their certificate.
  - Southcoates Values certificates: each week, one child from each class is given a certificate to acknowledge how they have met one of the Southcoates Values. This child also receives a token to use in the book vending machine, and they are given the responsibility of taking the class mascot home for the weekend.
- **Termly**
  - Gold ticket shop - at the end of each term, children can visit the Gold Ticket Shop. The gold tickets that they have earned can be exchanged for prizes. Children may save their gold tickets until the next Gold Ticket Shop if they wish to exchange them for a prize of a higher value.
  - Inspire afternoon: all children are split into key stage groups where all staff offer different reward activities.

#### Special Annual Awards

- **Ferens Junior Open Exhibition**
  - Each year, every child throughout the school produces a piece of artwork, with a winner from each class being selected to have their work submitted to the Ferens Junior Art Exhibition at Ferens Art Gallery. Each selected child receives a certificate in assembly and has the chance to win more awards if their work is selected to be exhibited at Ferens Art Gallery.
- **Southcoates House Cup**
  - Each year, each house's house point tokens are added up. The winning house is celebrated on the house trophy which is displayed in the hall, and the children of that house receive a special reward day.
- **Harold Abram Trophy**
  - Every year, one Year 2 boy and one Year 2 girl are selected to receive the Mel Cookman Award which celebrates a positive attitude, outstanding effort and excellent progress. The winners are presented with a smaller trophy and the names engraved onto the school trophy.
- **Mel Cookman Award**
  - Every year, one Year 6 boy and one Year 6 girl are selected to receive the Mel Cookman Award which celebrates a positive attitude, outstanding effort and excellent progress.

The winners are presented with a smaller shield and the names engraved onto the school shield.

- **Drake Wright Reading Award**
  - Each year, two children from Reception are chosen to receive the Drake Wright Reading Award for showing an excellent attitude towards reading through the Early Years. The winners are presented with a smaller shield and the names engraved onto the school shield.

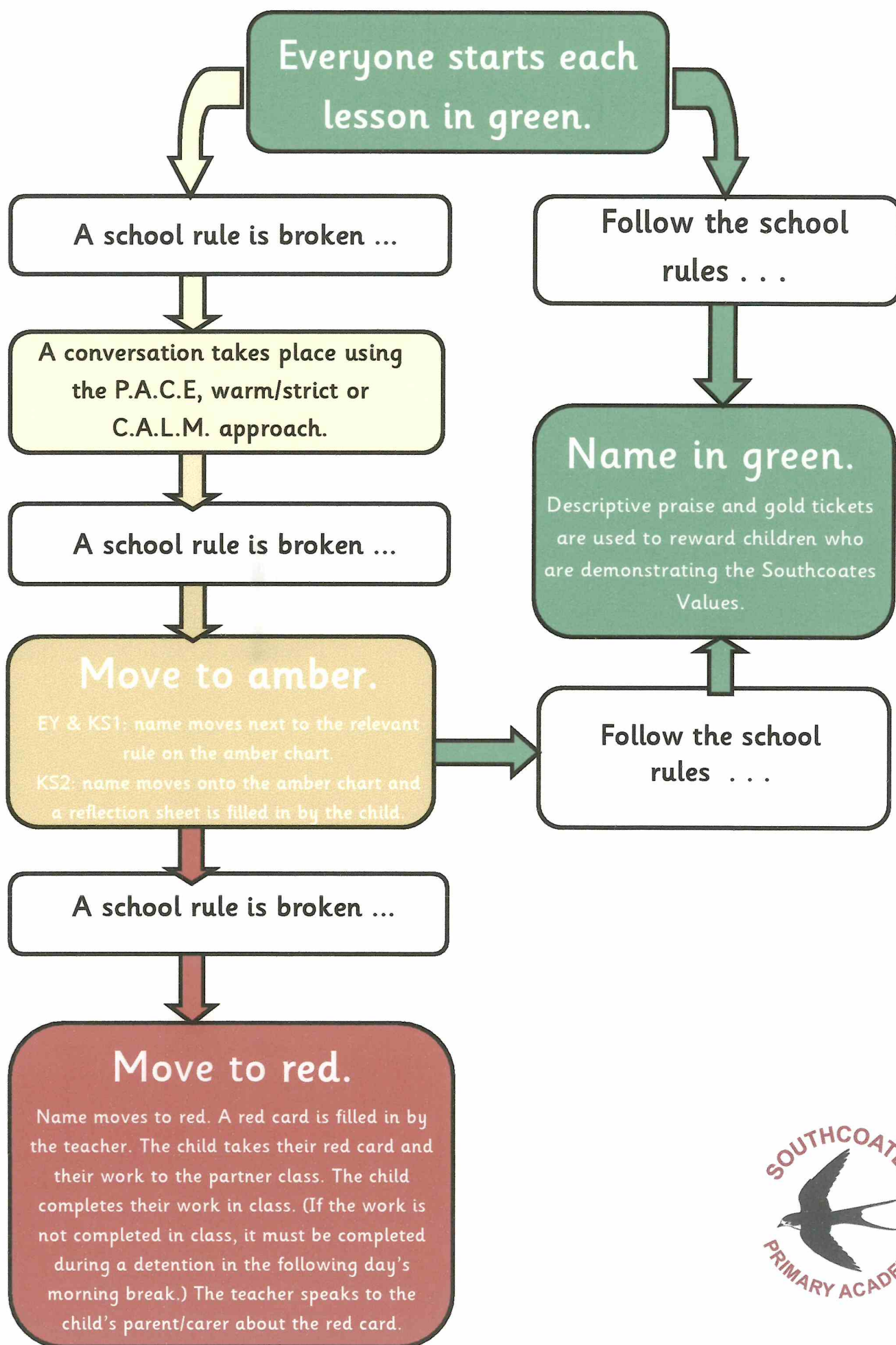
## **Attendance**

- **Weekly**
  - House attendance is celebrated during the Friday assembly. Each week, the houses that have achieved 96%+ attendance over the past week will receive tokens to be added to their house point jars: 20 for 1<sup>st</sup>, 15 for 2<sup>nd</sup>, 10 for 3<sup>rd</sup>, 5 for 4<sup>th</sup>. Percentages are displayed on the hall display board.
  - Class attendance is celebrated during the Friday assembly. Each week, the class with the highest attendance will earn a star to be displayed on the race to 5 bar chart. Each class that earns five stars will get a reward.
- **Termly**
  - Certificates are given to those children that achieve 100% attendance all term. Each term, the children with 100% attendance are presented with their certificates in the last assembly of the term.
- **Yearly**
  - Certificates are given for 96+% attendance and these children's names are put into a draw for a prize. In previous years, this prize has been a tablet.
  - Certificates and prizes are presented to all children who have achieved 100% attendance all year. In previous years, this prize has been a £10 gift voucher.

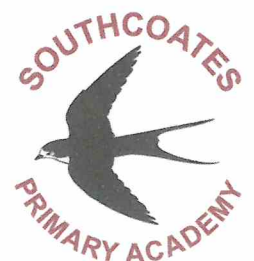
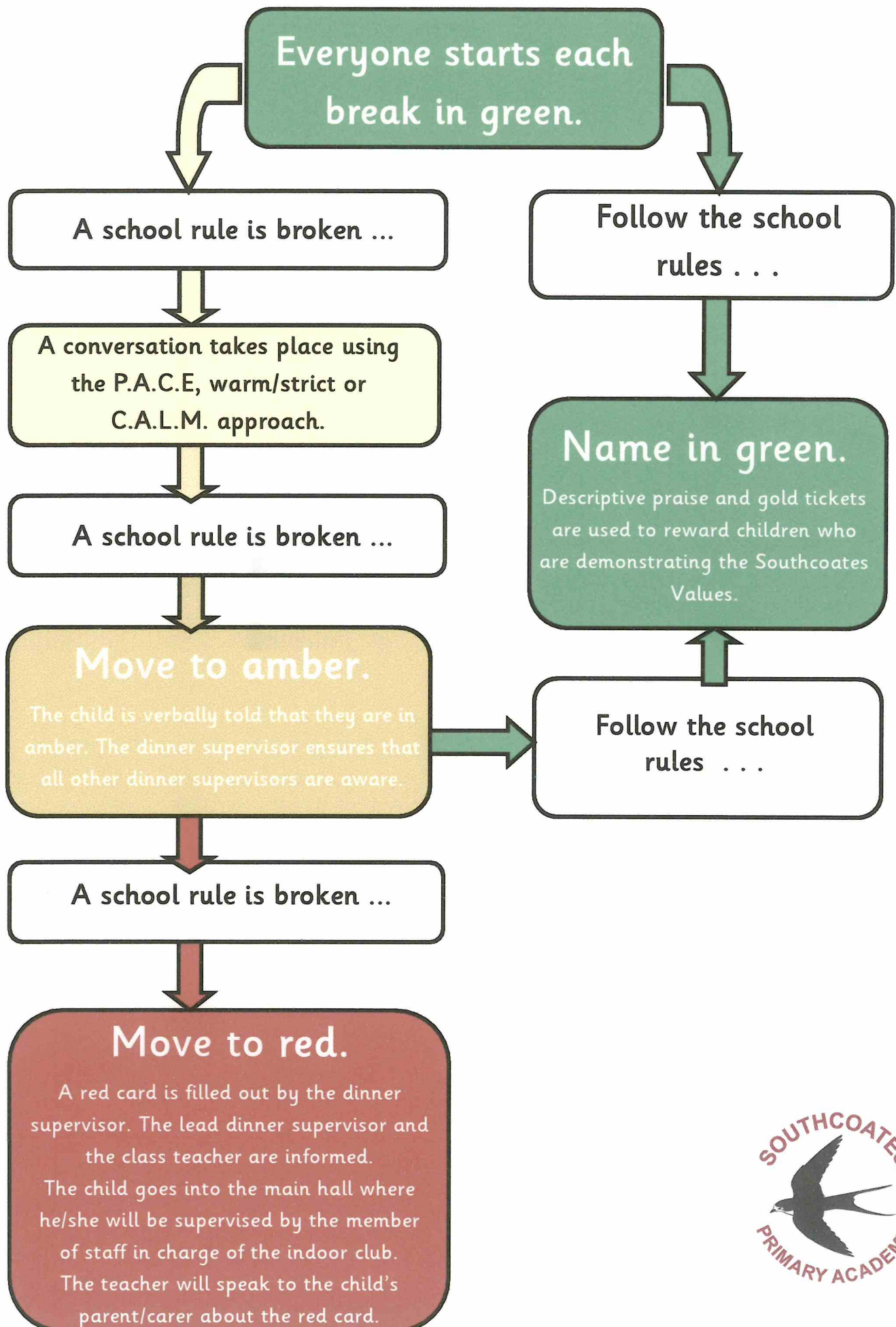
## **Reading & Writing**

- **Weekly**
  - 3 read challenge. Every child earns a point on their class's reading chart if they have read to an adult at home three or more times in the week. These children also receive a sticker which is presented in front of the class. Prizes are also given at certain milestones on the reading chart.
  - During weekly beautiful work assemblies, one child from each class is chosen to show their beautiful writing work in an assembly. The children are presented with a certificate and a small prize from the lucky dip box.
- **Yearly**
  - Children are rewarded for reading all of their year group's Southcoates 70 books. If a child reads all 10 of their year group's Southcoates 70 books, they will receive a certificate and a prize. The completed bookmark will be kept in their memory book.
  - Children in year six take part in the city-wide James Reckitt Challenge to read a set of books. Prizes are awarded for completion.

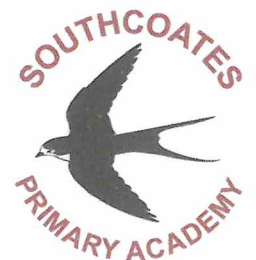
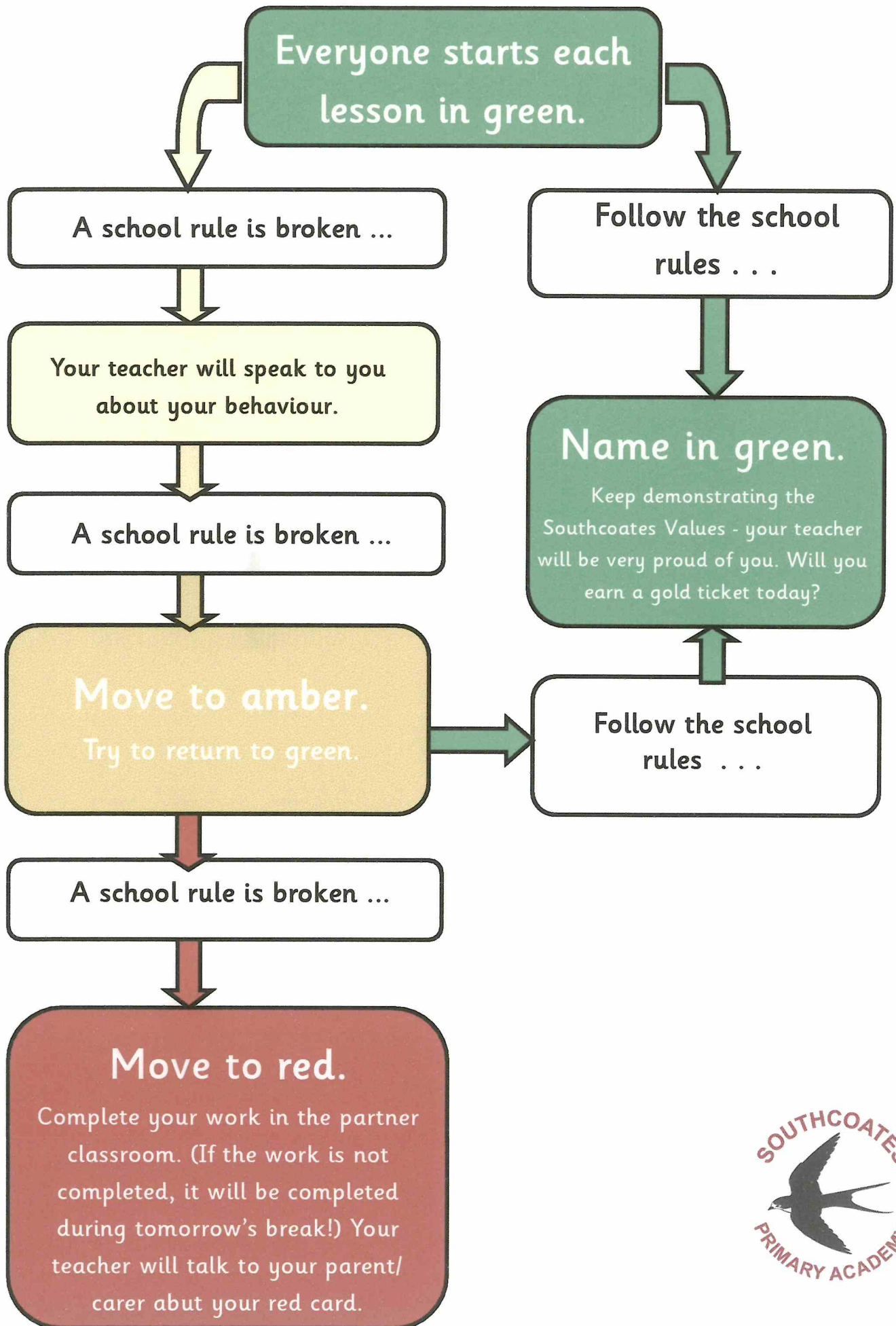
# Southcoates Traffic Lights: Classroom



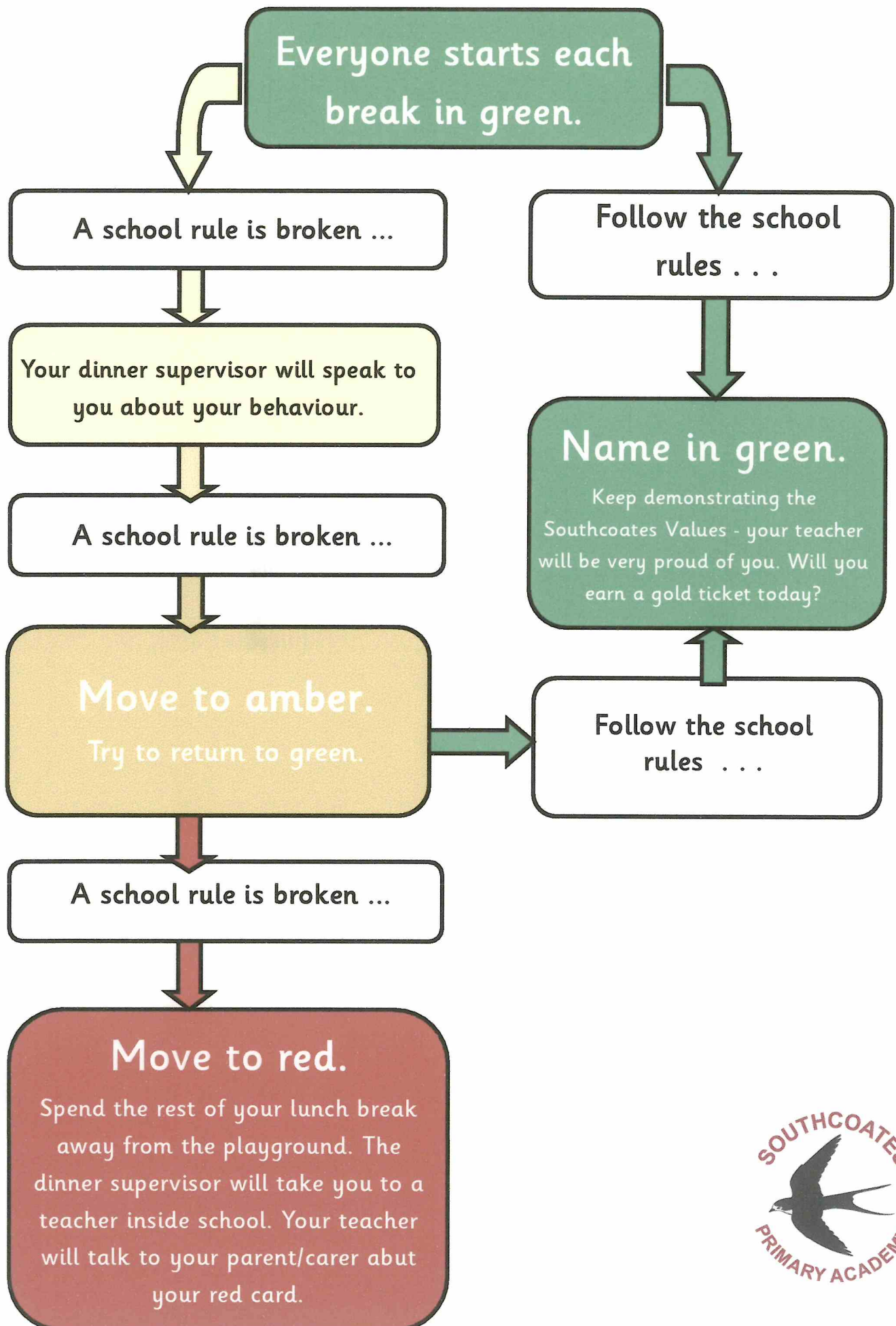
# Southcoates Traffic Lights: Playground



# Southcoates Traffic Lights: Classroom



# Southcoates Traffic Lights: Playground





## Appendix 5 – Discipline Partners

Bees (Reception)	send to	Butterflies (Nursery)
Butterflies (Nursery)	send to	Bees (Reception)
Rabbits (Miss Hepple)	send to	Owls (Mrs Mangan & Mrs Smith)
Owls (Mrs Mangan & Mrs Smith)	send to	Foxes (Mrs Rhodes & Mrs Simpson)
Foxes (Mrs Rhodes & Mrs Simpson)	send to	Rabbits (Miss Hepple)
Penguins (Miss Brown & Mrs Seville)	send to	Giraffes (Miss Clappison)
Giraffes (Miss Clappison)	send to	Penguins (Miss Brown & Mrs Seville)
Dolphins (Mrs Wilmot)	send to	Rhinos (Mrs Munde)
Rhinos (Mrs Munde)	send to	Dolphins (Mrs Wilmot)
Turtles (Miss Williams)	send to	Pandas (Miss Wright)
Pandas (Miss Wright)	send to	Turtles (Miss Williams)

Task	Routine
Whole class transitions from or to seats.	Use 1, 2, 3: <ul style="list-style-type: none"> <li>• 1: Stand up.</li> <li>• 2: Move to your chair / push chair under.</li> <li>• 3: Move to your new position.</li> </ul>
Walking through school.	<ul style="list-style-type: none"> <li>• Stay in line order.</li> <li>• Make sure that your hands are in a sensible position (eg. not touching displays).</li> <li>• Walk.</li> <li>• Door monitor / person at the front of the line to hold the door for the class. (When walking in pairs for a school trip, the pair will hold the door.)</li> <li>• Walk on the left-hand side of the stairs.</li> <li>• No talking on the stairs.</li> </ul> <p>Script to use if a child is running through school:            “Name, you should be walking. Thank you.” (This could be followed by a sentence to explain why walking is important.)</p>
Carpet time.	<ul style="list-style-type: none"> <li>• Each child given a carpet space.</li> <li>• Seat children using the RWI ‘Vision of V’ where possible.</li> <li>• Use talk strategies for communicating on the carpet:               <ul style="list-style-type: none"> <li>- Talk to Your Partner</li> <li>- Popcorn</li> </ul> </li> <li>• Expectation that all children will look at the teacher / board.</li> <li>• Sit with legs crossed.</li> <li>• Avoid leaning on nearby tables or chairs.</li> </ul>
Lining up.	<ul style="list-style-type: none"> <li>• Each class to line up in alphabetical order (line order).</li> <li>• Exceptions to the rule will stand at the front or back of the line.</li> <li>• Stand quietly, facing the front.</li> <li>• Door monitor / person at the front of the line to hold the door for their class and then pass the door to the next door monitor when their full class has walked through the door.</li> <li>• Line up outside the classroom door before entering the classroom.</li> </ul>
Coming into the classroom.	<ul style="list-style-type: none"> <li>• Line up in line order outside of the classroom door (unless the teacher has already told you to go straight into the room).</li> <li>• Wait for the adult to tell you to enter the classroom.</li> <li>• Put items away before sitting on chair / on carpet (for example, reading books, water bottles etc.).</li> <li>• Enter the classroom quietly and sensibly.</li> </ul>
Toilet breaks.	<ul style="list-style-type: none"> <li>• Before playtime / lunchtime, remind the children to go to the toilet.</li> </ul>
Giving out books and tidying up.	<ul style="list-style-type: none"> <li>• Assign classroom responsibilities to children.</li> <li>• Expectation that all children will be sat in seats, quietly facing the teacher to show that they have finished tidying up.</li> </ul>





<p>Cloakroom.</p>	<ul style="list-style-type: none"> <li>• Hang your belongings on your peg.</li> <li>• If you see someone else’s item that has fallen, hang it back up on their peg. If you don’t know whose item it is, hang it on a spare peg at the end.</li> <li>• Cloakroom monitor for each class.</li> </ul>
<p>Lunchtime.</p>	<ul style="list-style-type: none"> <li>• When your class is called by the dinner supervisor, line up in line order for lunch.</li> <li>• Follow the ‘walking through school’ routine for walking from the playground to the dinner hall.</li> <li>• In the dinner hall, line up in line order to collect your lunch.</li> <li>• When lining up in the dinner hall, use indoor voices if you wish to talk to your partner.</li> <li>• Say, “Thank you,” to the dinner supervisor that has given you your lunch.</li> <li>• Use a knife and fork in the correct hands when eating your lunch.</li> <li>• Remember table manners such as ‘do not talk when your mouth is full’.</li> <li>• If food is dropped on the floor, pick it up and immediately put it in the food waste bin.</li> </ul>
<p>Group roles.</p>	<ul style="list-style-type: none"> <li>• Group roles to be used when working in groups:             <ul style="list-style-type: none"> <li>- Leader (ensures each member of the group has a turn to contribute respectfully and fairly)</li> <li>- Reporter (feeds back the groups’ ideas to the rest of the class)</li> <li>- Writer (writes down the groups’ ideas)</li> <li>- Group member (contributes ideas – every member of every group will be a group member)</li> </ul> </li> </ul> <p>Nursery and Reception:</p> <ul style="list-style-type: none"> <li>• Introduce the roles of group member and reporter.</li> <li>• Teacher to assign the role of the reporter each time the children are working in groups.</li> </ul> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Introduce all four roles.</li> <li>• Assign the roles each time the children are working in groups.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Support the children to negotiate their roles within the group.</li> <li>• Encourage phrases like, “Which role would you like?” and “I’d like to be a _____ because...”</li> </ul> <p>KS2:</p> <ul style="list-style-type: none"> <li>• Children independently choose group roles when working in the group.</li> </ul>