



HAMILTON
PRIMARY SCHOOL

Rewards and Behaviour Policy

Agreed: Spring 2018
Review: Spring 2019

Aims and Objectives

This policy should be used in conjunction with:-

- Child Protection Policy
- Anti-Bullying Policy
- Physical Restraint Policy
- Our Code of Conduct: Be Kind, Be Safe, Be Responsible.

At Hamilton Primary School we have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences is an integral part of successful pupil management and is both consistent and fair.

“Pupils’ behaviour is outstanding. They say they are proud of their school and feel very safe in it, and that someone is always available to help them. Their parents agree.”

Ofsted 2014

We believe that good behaviour promotes effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained.

At Hamilton Primary School our aim is:

- To create a culture that makes everyone in the school community feel valued and respected.
- To maintain high expectations of behaviour through a clear and consistent approach to rewarding the positive and addressing the negative.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Rights and Responsibilities

	Rights	Responsibilities
Pupils	<ul style="list-style-type: none">• To learn without disruption from others• To enjoy their school lives without being bullied or harassed	<ul style="list-style-type: none">• To respect people and the property of others.• To respect the authority of the school and all staff
Staff	<ul style="list-style-type: none">• Respect from pupils• To have reasonable requests and commands complied with	<ul style="list-style-type: none">• To ensure that they are consistent and fair in matters of discipline• To respond with appropriate speed and firmness when dealing with

	<ul style="list-style-type: none"> • Support from colleagues and parents 	<p>inappropriate behaviour</p> <ul style="list-style-type: none"> • To recognise and respond positively to good behaviour • To support colleagues in matters of discipline • To keep parents informed
Parents	<ul style="list-style-type: none"> • To feel secure in the knowledge that their children are taught in classrooms that are orderly and well managed • To be kept informed of any serious issues that involve their child • To know the procedures and mechanisms used by the school in dealing with serious incidents • To know if their own child's behaviour is giving rise to serious concern 	<ul style="list-style-type: none"> • To develop a sense of values in their children • To support the school in promoting good behaviour

What is positive behaviour?

Positive behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- careful and kind;
- polite and friendly;
- helpful to each other;
- hard-working;
- respectful of others people's needs, feelings and opinions;
- safe and sensible in how we move in and around the school;
- proud of our appearance i.e. wearing appropriate school uniform;
- saying sorry and forgiving one another.

Our Behaviour Code

At Hamilton Primary School, we believe pupils always have a choice in how they behave. We aim to think about the needs of others, and our Behaviour Code clearly outlines our high expectations of behaviour within our school community. This is displayed in every classroom.

Before we speak we will THINK

- T – is it truthful?
- H – is it helpful?
- I – is it inspiring?
- N – is it necessary?
- K – is it kind?

We have a common approach, so that part-time staff, supply teachers and visiting teachers can be consistent. This means all pupils can fully understand our expectations as they move from class to class.

How is positive behaviour promoted and rewarded?

Positive behaviour is promoted throughout the school in a clear and consistent way. Pupils will follow 'Our Behaviour Code' and act in a respectful and responsible manner and are praised and rewarded in a variety of ways. These vary according to the age of the pupils and can include:

- being congratulated (verbal praise);
- being given stickers, stamps and stars;
- being awarded certificates e.g. Headteacher Award;
- letters home.

Staff will criticise the behaviour rather than the child. This ensures that all pupils fully understand our expectations as they move from class to class. Through the use of a common approach, it also enables part-time staff, supply teachers and visiting teachers to be consistent.

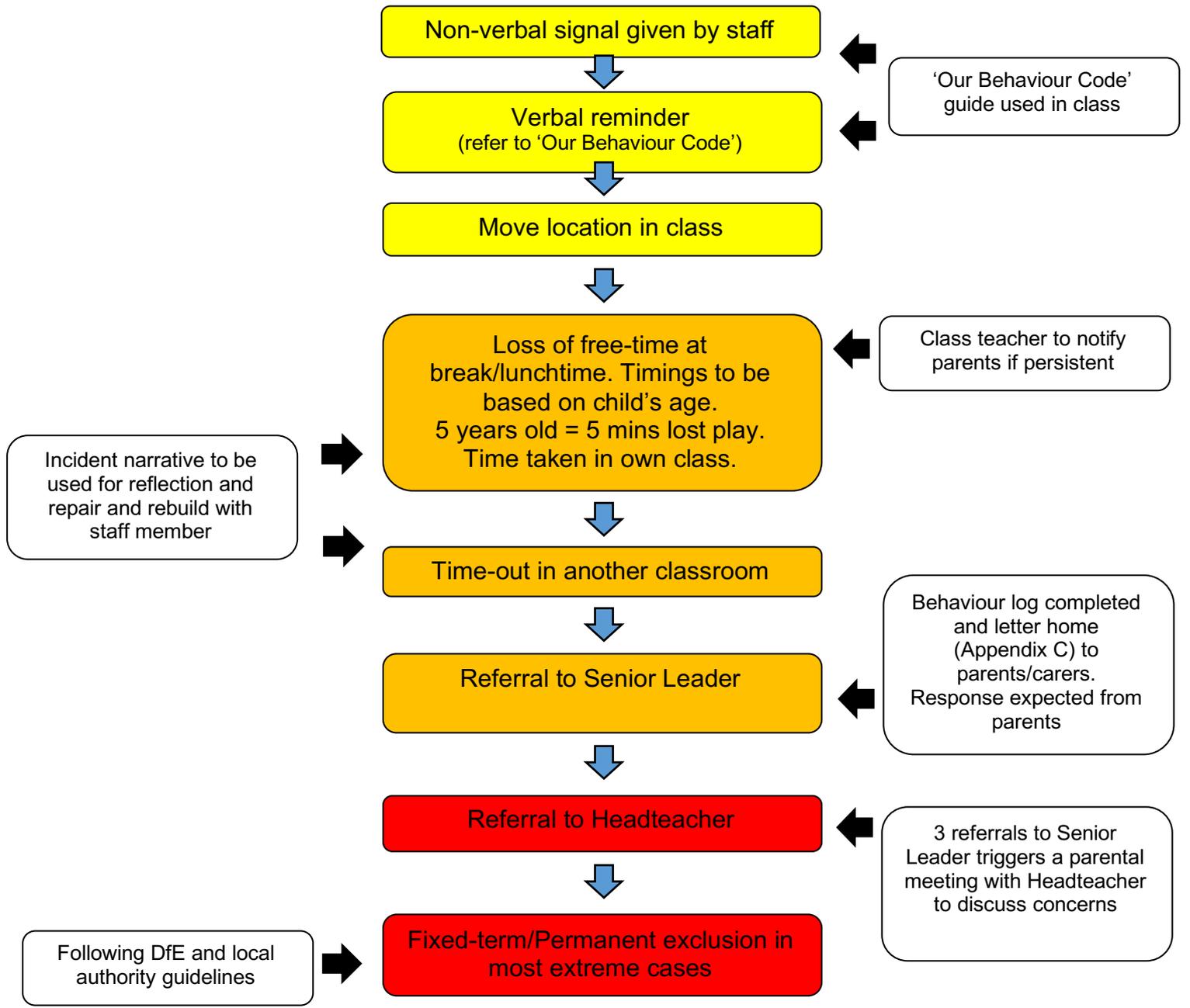
Choices and consequences

At Hamilton, we believe pupils always have a choice in how they behave. However, if a pupil does not work within 'Our Behaviour Code' we will give them a reprimand or sanction. If positive approaches and planning are not working, it may be necessary to impose sanctions. Sanctions do not need to be harsh but need to be applied consistently, fairly and calmly, taking into account the age and additional needs of the child. Being consistent helps children understand where the boundaries are and helps them manage their behaviour themselves.

Although there must always be an individual, bespoke approach to every pupil, the Hamilton School 'Our Behaviour Code' guide (see Appendix A) provides a framework for dealing with a range of behaviours. Children should be allowed to move down the 'Our Behaviour Code' sheet as well as up. Consideration should also be given to keeping children motivated and not feeling that 'all is lost'.

If a sanction has been given, then it is also important that the pupil has an opportunity to reflect on what has happened; talk about how they feel about the situation and identify what they could do differently in the future. A good tool for this is the incident narrative (Appendix B).

What are the consequences of unacceptable behaviour?



Supervision of children who are having a 'time out' during playtime will be by the class teacher. Children who undertake loss of time at lunchtime will do so at the beginning of lunch and they will be supervised by their class teacher.

The maximum loss of playtime in any one day will not exceed 20 minutes.

On occasions where a pupil fails to complete their work as a result of their behaviour, they will be expected to complete this in their free-time in school or at home.

Teachers can move children directly to the end of the flow chart if behaviour displayed by a pupil is considered serious enough.

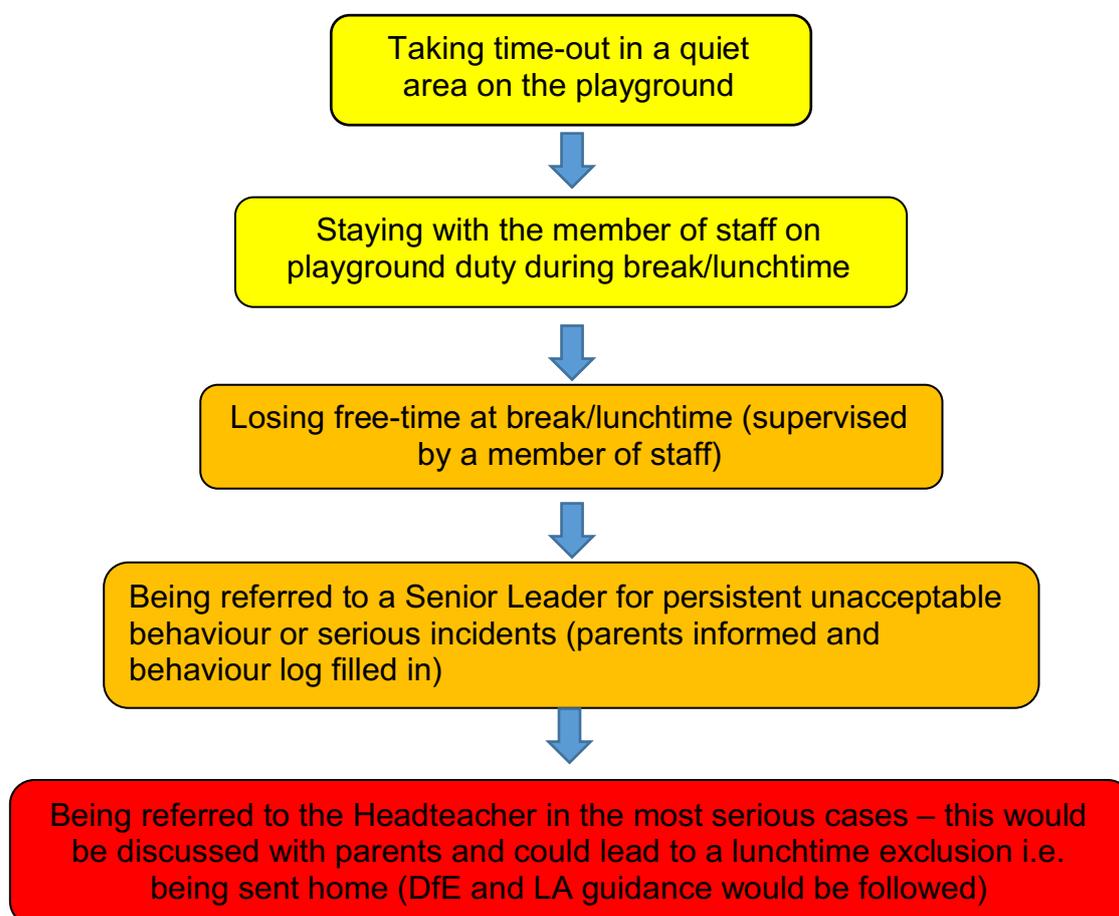
Playground behaviour

Our high expectations and standards of behaviour in school are continued outside on the playground.

Pupils are rewarded with lunch time star awards on a weekly basis by Mid-Day Assistants for following 'Our Behaviour Code'. These awards could be for:

- being helpful and taking on responsibility
- looking after other pupils
- helping to organise games.

Consequences for pupils not adhering to 'Our Behaviour Code' during lunchtime follow the process below.



Pupils with SEND

We expect all children at Hamilton Primary School to abide by our rules and high expectations of behaviour. As far as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some pupils at certain times. Pupils with behavioural difficulties who have an individual plan will:

- Have regular meetings with their teacher and parents/carers.
- Have specific targets for improved behaviour.
- Meet regularly with the SENCo to discuss progress.
- All staff to be aware of the plan and be supportive of the needs of the pupil.

Monitoring and evaluation

All staff have a responsibility for monitoring behaviour at Hamilton Primary School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal.

How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015)

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Staff now to report these concerns to the Designated or Deputy Designate Person for Child Protection. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Appendix A
Hamilton Primary School
'Our Behaviour Code'

T truthful

H helpful

I inspiring

N necessary

K kind

Trouble!

I continued to make poor choices and did not change my behaviour

Referral to a senior leader/Headteacher



Last chance!

I made the **WRONG** choice **AGAIN** and didn't follow 'Our Behaviour Code'

Time out in another classroom/ unit leader informed

Loss of free-time at break/lunchtime



Warning!

I made the **WRONG** choice and didn't follow 'Our Behaviour Code'

Move to a different place in class



Super choices!

I have made the **BEST** choice



Appendix B

What happened right before the incident?

How did I behave?

What would have been the difference?

INCIDENT NARRATIVE

DATE:

NAME:

What happened next?

What could I have done differently?

e
Special Educational Needs
Special Educational Needs Coordinator

Appendix C – Letter to parents

Dear Mr and Mrs

Re the behaviour of X today

I needed to speak with X today about his/her unacceptable behaviour in school.

Having followed our Rewards and Behaviour policy Mrs X has had no other option but to send X to me to discuss the following behaviour:

X and I have talked about what happened and why. We discussed the alternative choices they could have made and what they could do in future to stop it happening again.

Please could discuss this at home with X. I would be grateful if you could fill in the section at the bottom of this letter to confirm you have received it. There is a space for you to write a comment about how you followed this up at home. I value your feedback as it may help us if we need to contact you about X’s behaviour in the future.

Yours sincerely

Senior Leader

I confirm that I have received your letter about my child’s behaviour.

Signed:.....

Date:.....

I would like to provide the following feedback: