

Hulme Grammar School - Prep

Rewards and Sanctions Guidelines

To be read in conjunction with the Prep School Golden Rules:

- Respect one another
- Remember our manners
- Be honest Be kind and helpful
- Be gentle
- Listen to people
- Work hard
- Look after all property

Aims and Expectations

It is a primary aim of our school that every member of our community feels valued and respected, and that each person is treated with fairness and kindness. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

At Oldham Hulme Grammar School, we expect pupils to engage in their learning with enthusiasm and give their best effort in class. In social situations, we also have high standards of behaviour and require pupils to treat each other with kindness, respect and tolerance.

We encourage these positive behaviours by providing a rich and engaging curriculum for pupils to explore within a safe, supportive yet challenging environment. We teach pupils the value of good behaviour through our PSHE curriculum, assemblies, form tutor time and by being good role models to them. All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or outdoors) with praise and reward and, further, to share this with others.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We encourage self-reflection and the opportunity to learn from mistakes and take increasing responsibility for their own behaviour. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply our guidelines in a consistent way. At the beginning of each year, we talk through them with new members of staff and specialist teachers.

These guidelines aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. These guidelines are designed to promote good behaviour, rather than merely deter anti-social behaviour.

Each class discusses our Golden Rules, developed and reviewed by the Prep School Council. These are displayed within the classroom. If there are incidents of anti-social behaviour, the class teacher will discuss them with the whole class.

Weekly Achievement Assemblies for all Prep School pupils are an opportunity for us to celebrate success within our community. Children are encouraged to bring in certificates, badges or trophies earned outside of school to share with their peers.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to our Anti Bullying Policy). We are proactive in making pupils aware of bullying – to prevent rather than to react to. Any significant incidences of bullying are noted within SchoolBase.

A small number of staff have received ‘Team Teach’ training. A rolling programme of training will happen so that this number increases steadily.

It is perhaps necessary to state that, should behaviour merit it, the school will not hesitate to suspend a pupil for the safety and wellbeing of themselves and others.

Effort, achievements and exemplary behaviour are rewarded as follows:

Stickers & Stampers	Used by staff to recognise achievement and effort in daily work or routines.	Immediate feedback given for children to reinforce positive actions and good choices.
House Points	Awarded by staff for high-quality work or work that demonstrates a considerable effort. House Points may also be awarded for demonstrating our Oldham Hulme Grammar School values.	Winning House is presented with the trophy at the end of year (Needham Trophy) and all members of the House will participate in an end of term treat e.g. a film afternoon, an extra playtime.
Postcards home	Postcards can be posted home by staff when they want to recognise and celebrate an excellent piece of work or excellent effort in class.	Postcards posted whenever appropriate, recorded by the class teacher.
Head Teacher's Award	Awarded by staff for exceptional effort, a high-quality piece of work or an excellent attitude.	Certificates presented in weekly Achievement Assemblies, recorded in the Day Book on SchoolBase and listed in reports.
Star of the Week	Nominated by class teachers each week for a variety of reasons, linked to our values.	Certificates presented in weekly Achievement Assemblies.
Special Recognition Award	Awarded to children who have made a significant contribution to their House.	Certificates presented at the end of term special assemblies.
End of year prizes	Range of pastoral and academic prizes presented to pupils across each key stage. Dukes Award for pupils who submit their portfolio of evidence and meet the criteria for the award.	Awards presented at Prize Giving at the end of the academic year.

	Awards given for Drama, Music, Art & DT, Computer Science and Sport.	
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We acknowledge that, at times, pupils may make behavioural mistakes, just as they do in their learning. We encourage pupils to learn from these mistakes and to change their behaviour accordingly. We will aim to take a restorative approach to dealing with any peer-on-peer incidents so that pupils develop tolerance and respect and learn how their behaviour impacts others. It is for the School to determine any appropriate sanctions. In using sanctions, the aim should always be to improve pupils' overall behaviour and help them learn from their mistakes. In some circumstances, pupils in receipt of sanctions may need additional support and guidance from staff which promotes reflection and helps them to develop resilience.

Examples of Sanctions will include:

Correction Marks (Organisation)	<p>Class teachers must record ALL late homework. Three pieces of late homework will lead to one Correction Mark.</p> <p>A class record of children with forgotten/ inaccurate PE/ Sports/ Swimming kits will be kept. Three forgotten kits will lead to a Correction Mark.</p> <p>A combination of missing homework, incomplete reading record and forgotten kit (3 times) will lead to a Correction Mark.</p>	<p>Correction Marks to be recorded in the Day Book on SchoolBase by the class teacher.</p> <p>Missing homework to be completed at lunch/ break time under the supervision of the teacher.</p> <p>Correction Marks to be communicated to parents the same day they are given.</p> <p>The Deputy Head of Prep will meet with any pupil receiving 2 Correction Marks in a term. The Head of Prep will see any pupil receiving 3 Correction Marks in a term.</p> <p>Correction Marks will be reset termly.</p>
Time out	Short period of reflection time within the classroom environment (if possible).	Pupils may need time away from their peers to reflect on their actions. They may need support from staff to be brought back into the working environment. Recorded in the Day Book on SchoolBase by the class teacher.
Immediate loss of break or lunch	Pupils may be withdrawn from play and directed to a space where they can reflect on their choices. Usually, they will be given a warning in advance e.g. rough play.	Removal from play for a minimum of 10 minutes. Recorded in the Day Book on SchoolBase by the class teacher.
Lunchtime Reflection Time (R1)	Two instances of immediate loss of lunch or break time in a week.	Any pupil who has made poor choices resulting in the loss of break or lunchtime twice in a

		week will lose twenty minutes of lunchtime. This must be arranged in advance between the class teacher and the Prep Senior Leadership Team (SLT). The pupil must report to a designated member of staff after eating and will be asked to undertake a meaningful activity. An entry will be recorded in the Day Book on SchoolBase by the class teacher.
Lunchtime Reflection Time (R2)	In the case of more serious incidents e.g. physical fighting; homophobic, racist incidents, class teachers must be informed immediately and pupils removed from the playground. Lunchtime reflection time (or a number of lunchtime reflections) could be imposed after discussion with Prep SLT.	An approximate 45 minute time supervised by SLT and escorted back to class at the start of the following lesson. May require a Secure Note in SchoolBase. Likely to require reporting to parents by the class teacher. An entry will be recorded in the Day Book on SchoolBase by the class teacher.

Managing behaviour in the EYFS

The following strategies are used to encourage positive behaviour within the Early Years-

- Praise and acknowledge positive actions and attitudes and acknowledge children's feelings by naming them.
- House Tokens, stickers and stampers will be given to reward good behaviour.
- Staff will acknowledge feelings, provide an explanation as to what response is not acceptable and support children to gain control of their actions so they can learn a more appropriate response in the future.
- Staff will focus on current issues during Key Worker sessions through role-play and modelling.
- Staff will divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, staff will find an appropriate area in the classroom for a child to reflect on their choices and how they could make better choices next time.
- If a child is hurt in a conflict, a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt a peer to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict. Interventions may include talking through a child's behaviour, discussing how their actions have made us and the children feel and considering what we might do to make our friends feel better.
- If a child sustains any physical injury or is distressed through another child's behaviour, all parents/carers will be informed and the incident will be recorded on Schoolbase. Both sets of parents/carers will be informed of the incident in a sensitive and supportive way. We recognise the importance of strong partnerships with parents/carers and involve parents/carers when there is any behavioural concern.
- Sometimes targeted interventions are required due to the developmental needs of the very young children in the Early Years and they will be implemented in partnership with parents.

These may include the introduction of intervention groups to promote social skills, like Lego Therapy.

- In significant circumstances, parents may be advised to temporarily reduce the number of hours that their child attends the EYFS in order to help both the child who is displaying unwanted behaviour and the other children in the setting.

Monitoring and Review

The Head of Prep monitors the effectiveness of these guidelines on a regular basis. General observations around school, review of Correction Marks on SchoolBase, review of House Point tokens, going through Secure Notes on SchoolBase and noting trends and acting upon them.

The rigorous recording of incidents is expected from all staff members.

Date : September 2023

Review: September 2024