

Hurley Primary School

Behaviour and Anti – Bullying Policy 2020



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BEHAVIOUR AND ANTI-BULLYING POLICY

AIMS STATEMENT:

We strive to create a caring ethos and a stimulating environment where excellent staff equipped with high quality resources provide a rich, broad curriculum that will challenge and inspire all individuals to achieve their fullest potential and to enable them to become happy, successful citizens in the modern world.

In order for all members of the school community to be able to develop their potential and to feel equally valued, it is important to have a calm, purposeful atmosphere in our school. To achieve this we must have a clear framework for children to work within. All children need to be fully aware of what we consider to be appropriate behaviour.

They, and their parents, also need to be clear about the systems that are used to support this behaviour.

OUR AIM IS TO:

1. Value all children in school equally.
2. Remind children of the Code of Conduct frequently.
3. Know children as individuals.
4. Treat children fairly and consistently.
5. Provide regular positive feedback/reward for good behaviour.
6. Be clear and consistent in the use of sanctions.
7. Prevent any form of bullying.(see attached guidelines)
8. Keep parents fully informed on school matters and, in particular, their own children's progress and conduct.

CODE OF CONDUCT

At Hurley we are very proud of our school it is a fantastic place to learn and play because:

We are kind, polite and helpful
We take care of each other, our school and our belongings
We always try our best

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Behaviour Expectations During the Covid 19 Coronavirus Crisis

1. Good behaviour and positive attribute will continue to be rewarded
House points and Attributes will continue to be awarded and celebrated in class assemblies.
2. In School Children will be expected to follow special Covid safety rules to keep themselves and others safe such as;-
 - a. Washing their hands regularly
 - b. Keeping an adequate distance (2M+) from other bubbles
 - c. Keeping to one - way systems
 - d. Waiting outside for other children to finish using the toilets
3. Children working remotely on – line will be expected to
Follow the school code of conduct (see above)

When On-line the Children must; -

- i. Be kind, polite and considerate to other children and adults
- ii. Follow instructions from their teacher and be prepared to 'have a go' at challenges
- iii. Do their best
- iv. Dress Sensibly
- v. Keep themselves safe following the school's on- line safety guidance
- vi. Attend on-line lessons regularly and punctually

REWARDING POSITIVE BEHAVIOUR

It is important to recognise that the majority of children behave well for the majority of their time in school. We should ensure that their positive conduct is acknowledged and rewarded.

HOUSE POINT CLASS CHARTS AND WHOLE SCHOOL TREE

To be used throughout the whole school. House points rewarded for good work and behaviour.
Children divided up into houses:

- HAWTHORN, red
- PINE, green
- SYCAMORE, blue

Each class will have a weekly chart to collect the house points and it is the child's responsibility to record their house points. At the end of the week, each class will total up the average points. The house with the highest score in each class will receive an appropriate coloured leaf to put on the 'house point tree' during Friday's assembly. House point leaves displayed on the House Point Tree in the hall. The house with most leaves on the tree at the end of the half term will be rewarded with a non-uniform day.

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SUPERSTARS GOLDEN TIME

In addition to house points, each class will have a large Superstar in the classroom and each child will have a small star with their name on. This star will begin each day in the green zone. A child's teacher and teaching assistant can move their star from green into the Superstar and award children with bonus house points. However, children can also be moved into the orange or red zone which will result in a loss of golden time. All children will be rewarded with an extra 15 minutes playtime on a Friday. Those children who have lost some or all of their golden time will stay in a classroom until their time has lapsed.

Individual Behaviour Needs

If a child has specific behaviour needs an individual behaviour plan will be devised involving parents, SENCo and relevant members of staff (including external specialists where appropriate). This will be implemented to enable the individual to achieve success and improve behaviour.

ATTRIBUTES

Positive attributes of behaviour are rewarded each week during Attribute assembly. These behaviours may focus on learning or behaviour involving others such as making friends and supporting other people.

SANCTIONS

Teachers will encourage and reward good behaviour wherever possible. However there will be times where it is necessary to use Sanctions.

Where ever possible try to use positive encouragement and rewards see above. However if required teacher may need to use:

STAGES OF BEHAVIOUR

Stage 1 – Most behaviour will be managed by the class teacher, teaching assistants and members of staff around the school, setting clear expectations, providing good pastoral and PSHE support, developing good relationships and rewarding good behaviour.

Stage 2 – If behaviour is more challenging than the norm, it continues to be managed by the class teacher, however at this stage the teacher will employ additional strategies and sanctions (please see above).

- i) The teacher will consider relevant sanctions such as;-
 - verbal reminders and warnings
 - the child's star may be moved to the orange/red zone
 - child's name put on the board
 - moved within the class (this maybe a timeout spot)
 - miss some/all of the next break time.

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PLAYTIME SANCTIONS

Low level misbehaviour – verbal warning, then moved to the edge of the playground to calm and reflect.

Higher level misbehaviour – (physical contact, continued low level misbehaviour) loss of playtime.

DINNER TIME DETENTION

Children may be placed in dinner time detention whenever a member of staff considers it necessary.

- ii) The teacher may consider a more individualised reward scheme to encourage good behaviour.
- ii) Where mis- behaviour is considered serious enough repeated loss of playtimes maybe necessary.

Contacting Parents

If the behaviour continues to escalate after following the strategies outlined above in stage one and two OR if a behaviour issue or incident causes a particular concern then parents will be informed to gain their support to rectify this behaviour.

SERIOUS OR PERSISTENT MISBEHAVIOUR

Stage 3 - If Stages 1 and 2 have been exhausted or if the child's mis-behaviour is particularly serious the teacher will consult with the head teacher to determine what additional support is required from the school to deal with a behaviour problem. At Stage 3 further support strategies and sanctions will be discussed. At this stage a behaviour plan will be drawn up and support from external agencies may be considered (Early Help may be considered useful to bring together supporting agencies).

A meeting will be held with parents to engage support and the behaviour problem will be discussed with parents and the child:

- i) Relevant support will be considered to improve the behaviour
- ii) Relevant strategies and sanctions will be determined depending on the nature of the mis-behaviour (such as time out or head's detention)
- iii) The parents and children will be made clear of the consequences of further mis-behaviour and this will be recorded in the form of a letter

Each case will be considered individually by the head teacher and senior members of staff.

EXTREME BEHAVIOUR

Where behaviour is considered to be extremely poor the Headteacher or senior member of staff on duty may consider it necessary to suspend the child. In very extreme situations the headteacher and governors may decide it is necessary to exclude the child from school.

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Stage 4 – If warnings are disregarded or if misbehaviour is considered by the Headteacher to be particularly severe, suspension will be used. The length and nature of suspension will be dependent on the behaviour and the context of the situation and the child concerned.

Meetings with parents and the child will be held to avoid further suspension and it will be made clear to parents and the child concerned about the consequence of further misbehaviour (which could at this stage be permanent exclusion)

This will be recorded in the form of a letter.

At Stage 3 and 4 the following support mechanisms will be considered and used

- A Behavior Support Plan will be devised
- Advice from external professionals and agencies may be sought
- If not already in place, Early Help may be offered as it is useful to bring together supporting agencies

If the mis- behaviour still continues to occur, then the child may need to be excluded for a fixed period, (considered appropriate by the head).

EXCLUSION

Stage 5 – If a child's behaviour is still unacceptable, in spite of support and warnings, it may be necessary to exclude permanently. A full record of behaviour and support will be vital at this stage in case there is an appeal against exclusion by the parents. In all cases of extreme behavior, the governing body will be involved. Initially the headteacher may call for the support of the Chair of Governors but others will be informed should exclusion become necessary in order that the terms of the "inclusion" agenda are adhered to.

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BEHAVIOUR RECORDS

In most cases, the sanctions listed above, coupled with support from home, are enough to improve conduct. However, if a teacher feels that things have not improved it is important that:

- i) the Headteacher is kept informed;
- ii) a daily record of behaviour is kept.

Meanwhile, the child will bring his/her record of behaviour to the Head at the end of every day. The Record of Behaviour will be needed if the child is referred for E.B.D. support or should exclusion be necessary. It is vital that the record is kept accurately and up to date. **It is important to record positive behaviour** when it occurs and to make the child aware of any improvements in his conduct. The child will remain 'on report' until the Headteacher is able to meet with the parents and report a significant improvement in the child's behaviour.

SPECIAL NEEDS

Children who have emotional and behavioural difficulties which requires support above the normal pastoral support offered at classroom level, have a special educational need which should be recorded on the SEND register.

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In this situation it will be necessary to draw up individual behaviour targets and support on an ISP (Individual Support Program) for the child which will be reviewed on a regular basis and amended as necessary. This will be circulated to all teaching and non-teaching staff in order to ensure that the child is dealt with consistently.

If difficulties do not improve or are considered severe enough, external agencies, such as an educational psychologist, will be involved to support the child and develop strategies to manage and improved the behaviours.

SEN and Vulnerable CHILDREN

- Children who regularly misbehave will be screened for other Special Educational needs or vulnerabilities.
- They will be taught strategies to help reduce frustration and cope with their need.
- SEN children will have their strengths and achievements celebrated to promote their self-esteem.
- Children with SEN tendencies will have their needs met sensitively.
- Other children and adults will be encouraged to be helpful considerate and supportive to the needs of others.
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RUN AWAY CHILDREN

If a child runs away from school, the Headteacher, or Senior Teacher (who must always act in the Head's absence) should be informed immediately. The parents will be contacted. If the parents cannot be contacted, the local police will be informed and the Headteacher will endeavour to locate the child in conjunction with the parents/police. This will be treated as serious mis-behaviour.

THE ROLE OF THE TEACHER

The class teacher has a vital role in promoting the ethos and values of the school on a daily basis. The high expectations of conduct set down by the teacher will do much to avoid inappropriate behaviour. Children work best when they are motivated and engaged on tasks that are matched to their ability. They respond to a tidy, well organised classroom, to clearly explained routines and a purposeful working atmosphere. There are daily opportunities to have open discussions with the class about concerns both at home and school

CIRCLE TIME

Circle time provides an opportunity to discuss rules, behaviour, bullying etc. Children who have had few opportunities to learn appropriate behaviour at home will gain much from this sharing of ideas and values.

USE OF REASONABLE FORCE

The use of Reasonable Force is laid out in Appendix 22 appendix 22 of the WSCB inter-agency safeguarding procedures in line with statutory guidance.

http://www.proceduresonline.com/covandwarksscb/files/g_use_of_force.pdf

The use of force in managing challenging behaviour is strongly discouraged and should be avoided wherever possible. However, all staff have a duty of care to protect the children in their care and It may be in extreme cases be necessary to use reasonable force to prevent a child from hurting themselves or others.

The use of Reasonable Force should only be used when absolutely necessary and if needed it should be reasonable and proportionate and should always be in the best interests of the child.

THE ROLE OF THE PARENT

Parents also have a vital role in fostering good behaviour. Without positive support from the home, the school is unlikely to have any lasting success in modifying a child's conduct.

We expect Parents will:

1. Remind their children of the need to follow the Code of Conduct.
2. Attend Parents Evenings, etc. in order to share information and concerns regarding their children.
3. Support the school in offering encouragement and rewards for good behaviour. Have regard to the mutually signed Home/School Agreement all parents sign on entry.
4. Support the school when it is necessary to enforce sanctions.
5. Work in conjunction with the school in the implementation of any ISP prepared for a child with emotional and behavioural difficulties.

The good conduct of children throughout the school is everyone's responsibility. It is important that all adults, teachers, classroom helpers, other support staff and parents, promote a consistent approach to acceptable behaviour at all times. In this way we will create a happy working environment for all to enjoy.

ANTI – BULLYING POLICY

Agreed Definition: "Bullying is the willful, conscious desire to hurt, threaten or frighten someone else."

Our ultimate aim must be: "To provide a safe, secure, learning environment for all pupils, children cannot satisfactorily concentrate on work if burdened with anxiety, humiliation and fear."

The children should be made aware of our values through our Code of Conduct, referred to regularly, and to the kind of behaviour acceptable in our school. Cooperative work and non-aggressive behaviour should be praised.

Children should be taught about moral issues learning social skills and respect for others. This may be done in assemblies, stories, and through play and role—play situations. These values which make our school a happy place to attend must be reinforced regularly.

To deter bullies we must:

1. Always act on policy. Deal with situation, inform parents, take action against bully, reassure victim.
2. Know the school. Consider where bullying most likely occurs, check these places regularly.
3. Work through the curriculum, get message across
4. Communicate. We must give consistent messages and use same procedure.

DEALING WITH A BULLYING SITUATION

When bullying has occurred we will:

1. Take action as quickly as possible.
2. Remain calm and take charge.
3. Support pupils, victims and bullies.
4. Always report serious incident to Head/Senior Teacher in charge so that it is recorded. Inform other colleagues, everyone informed of potential situation.
5. If applicable make action public to deter bully.
6. Explain punishment clearly and why it's given. (e.g. playground incident hence no playtime.)
7. Make sure incident doesn't live on, be prepared to give new start.
8. Try to think ahead to prevent reoccurrence of incident.
9. Meet the requirements of our aim statement by consistently enforcing our anti—bullying statement.

PROCEDURES AND STEPS TO BE TAKEN

1. Record incident in the Behaviour Folder held in Head's office.
2. Interview both parties, record events from both sides.
3. Inform all parents and report back action taken appropriately.
4. Possible victims are given an incident report chart so the situation can be carefully monitored over time and dealt with by a named teacher/TA in conjunction with a senior member of staff and parents.

If bullying persists this could lead to suspension or exclusion of the child.
It must be stressed that our main concern is to protect the victim.

All parents/ pupils are notified on admission through school prospectus and Home /School contract.

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REVIEW FRAMEWORK

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

REVIEWED BY:

Headteacher Glyn Morgans Signed  11/11/20

Chair of Governors Karen Orman Signed  11/11/20

REVIEW DATE: NOV 2022

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If you have any queries or require further information please do not hesitate to contact us on **01827 872207** or email head2032@welearn365.com

Hurley Primary School, Heanley Lane, Hurley, Nr Atherstone, North Warwickshire, CV9 2HY

