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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. We recognise that some children may have had or be having difficult experiences in their lives so we aim for our behaviour strategies wherever possible to be positive and support all children to encourage and reward good behaviour. Furthermore, we expect our staff to model positive 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.

HURLEY PRIMARY SCHOOL CODE OF CONDUCT

Hurley Primary has a simple but very effective code of conduct which underpins all we do. Everyone is expected to follow this so we can achieve our fullest potential and enjoy our time at school.

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**

REWARDING POSITIVE BEHAVIOUR

It is important to recognise that most children behave well for most of their time in school. We should ensure that their positive conduct is acknowledged and rewarded. As well as the whole school strategies each class will promote their own initiatives to encourage good behaviour such as 'Well done Stickers' or 'Star of the day/week awards'. Also, teachers will send children to other class teachers / senior teachers and the Headteacher to recognise their good or improved behaviour, good attitudes and good work. Children will receive lots of praise and may receive a Headteacher Sticker.

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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.

CLASS RECOGNITION BOARDS

Every classroom has a Recognition board (This is in the shape of a STAR). A child can be placed on the Recognition board for acts of kindness, great effort, brilliant work and showing politeness as well as

At the start of every day, the Recognition board will be cleared. Children can be recognised for their outstanding behaviour and put in the STAR multiple times in a day. For every time a child is put in on the Recognition board, they will earn a raffle ticket.

'HOT CHOCOLATE/MILKSHAKE' FRIDAY

On a Friday morning, staff will pick out, at random, two raffle tickets. These children are invited to attend 'Hot Chocolate Friday' with Mr. Morgans or Mr. Hardman to celebrate their behaviour.

INDIVIDUAL BEHAVIOUR NEEDS

As a school, we recognise that all children are different and will have had different life experiences. Some children may have had Adverse Childhood Experiences (ACEs)- stressful events which occur in childhood including domestic violence, parental abandonment through separation or divorce, a parent with a mental health condition, being the victim of abuse (physical, sexual and/or emotional) being the victim of neglect (physical and emotional). With knowledge of these, we will support children through and after difficult times and take this into consideration when dealing with changes in their behaviour.

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 LEARNING POWERS

Children are encouraged to display positive learning attributes which we refer to a 'LEARNING POWERS' these help the children to become SUPERLEARNERS.

SEE PAGE 10 BELOW - FOR FURTHER INFORMATION ABOUT THE HURLEY LEARNING ATTRIBUTES

ATTRIBUTE ASSEMBLY AND AWARD CERTIFICATES

Each week we focus on a specific Learning Power and several children who have displayed these learning powers during the week are selected from each class to receive an Attribute Award Certificate in a special award assembly.

BEST WORK ASSEMBLY AND BEST WORK BOARD

Also each class selects several children who have produced significant pieces of work during the week to share their 'Best Work' with the rest of the school in a 'Best Work' assembly. This Best Work is also displayed on a 'Best Work' board in the school Hall.

POSITIVE RESTORATIVE APPROACH TO PROMOTING POSITIVE BEHAVIOUR

Wherever possible we adopt a positive restorative approach to encouraging good behaviour

We have high expectations of our children and our restorative approach to behaviour management is supported by strong children-teacher relationships. Our positive approach to behaviour management is focused less on sanctions and punishment but on restorative conversations which support and enable our children to develop vital skills for life.

SANCTIONS and further actions, however, may be necessary to ensure good behaviour

Teachers are encouraged to reward good behaviour and wherever possible employ a restorative approach to restoring good behaviour. However, we recognise there will be times where it is necessary to use Sanctions.

THE SIX STAGES OF BEHAVIOUR – A GENERAL GUIDE FOR HURLEY PRIMARY SCHOOL

(This is a guide to assist staff to deal with behaviour situations)

The 5 stages of behaviour outlined below provides a general guide to how we deal with different levels of behaviour. However, each behaviour incident which occurs at Hurley Primary school will be considered and dealt with individually. In all circumstances we will consider carefully the individual children's needs and the specific circumstances surrounding each specific behaviour issue (using the stages below as a general guide).

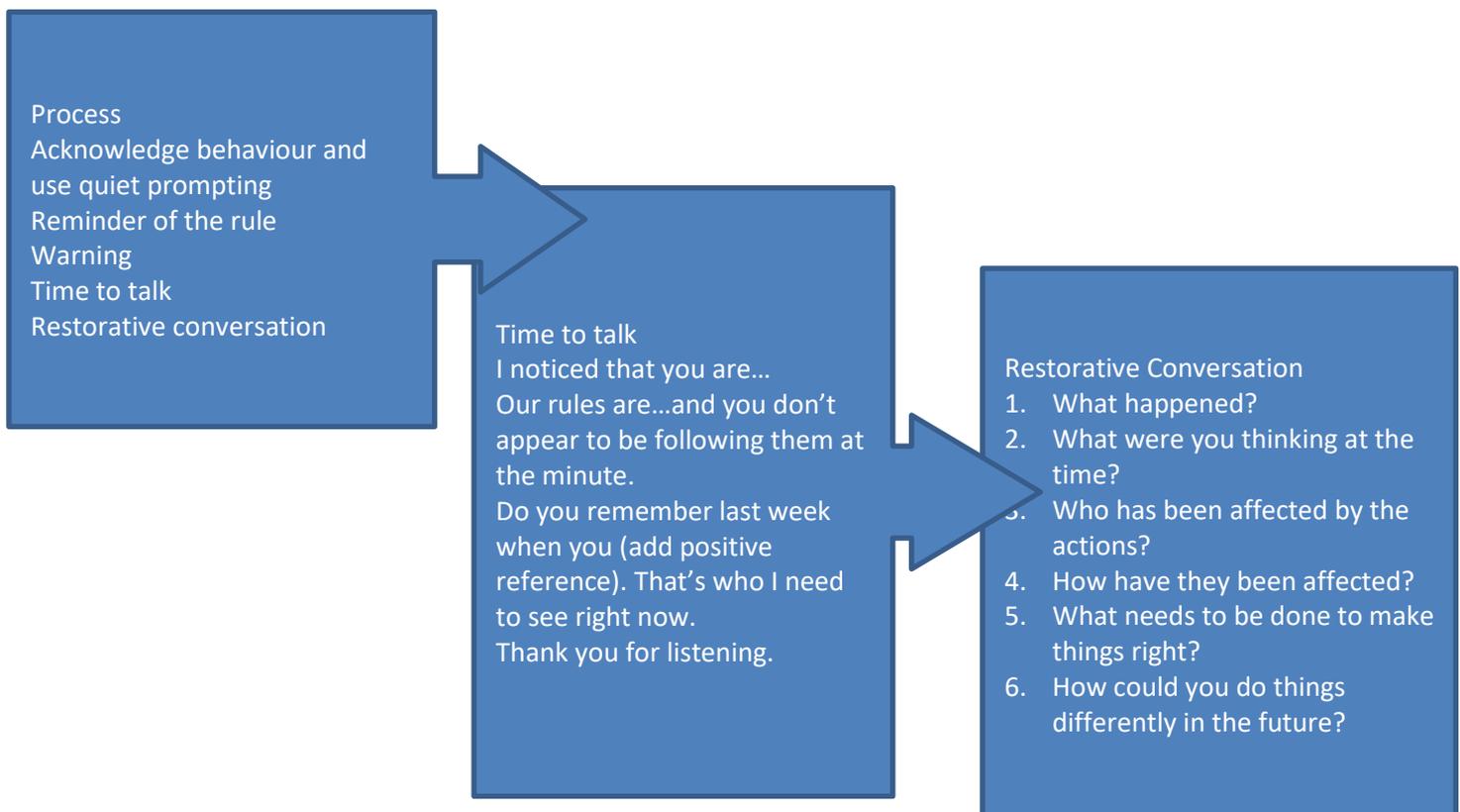
STAGE 1 – A POSITIVE CLASS ETHOS,

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 – USING A RESTORATIVE APPROACH

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 Restorative strategies

Dealing with low level behaviour: visual guide



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Acknowledge behaviour and use quiet prompting

Use of hand signals/looks to the child to gently remind them of what they should be doing. Using blanket statements to the class, e.g. "I would like everyone to make sure they have put an equipment in their hands down please."

Reminder of the rule

Again, as a blanket statement to the whole class, not singling out a child.

Warning

At this point, the teacher/TA would quietly go and speak to the child at their level. They would state the behaviour that is unwanted and issue a warning. Please keep this in a positive tone. E.g. "You need to put the ruler down and focus on the lesson. Please follow that rule."

Time to talk

This part of the process involves the teacher/TA keeping the child back at playtime/lunchtime for a little chat – only a couple of minutes. During this chat, the teacher will state the behaviour that was unwanted and reinforce the rule. They will then add a positive reference and thank the child for listening.

Restorative Conversations

When necessary, restorative conversations take place within a safe space and not in front of the whole class. The aim of these conversations is to allow the child to talk through behaviours and situations and develop an awareness of responsibility and appropriate reactions. At this point, the teacher or TA may think it appropriate to take some playtime/lunchtime off the child. If so, the child will stay in their own class and be supervised. For older children, it may be appropriate for them to do some reflective writing based on their conversation with the teacher/TA.

STAGE 3 - LOSS OF PLAYTIMES OR PRIVILEGES

If the Restorative Approach has been exhausted, then the teacher will inform senior members of staff and there may be a need to use sanctions to help rectify the behaviour such as loss of playtime/s or privileges.

STAGE 3 - BEHAVIOUR MONITORING AND INDIVIDUAL REWARD SCHEMES

The member of staff dealing with the behaviour problem will continue to monitor the child's behaviour to ensure it improves.

An individual reward scheme may be introduced to reward improved behaviour in the future.

The teacher may consider an individualised reward scheme such as stickers or certificates to encourage improved behaviour. The child may be offered special privileges such as staying in with a friend to play a game or play on an iPad.

STAGE 4 - SERIOUS OR PERSISTENT MISBEHAVIOUR

If Stages 1 and 2 and 3 have been exhausted or if the child's misbehaviour 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.

Further support strategies and sanctions will be considered.

- a behaviour plan may be drawn up
- support from external agencies may be considered
- (Early Help may be considered useful to bring together supporting agencies)

Contacting Parents

If the behaviour continues to escalate after following the strategies outlined above in stage 1, 2 and 3

OR if a behaviour issue or incident causes a particular concern then parents will be informed to gain their support to rectify this behaviour.

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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 misbehaviour, 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.

STAGE 5 – EXTREME BEHAVIOUR

Meetings with parents, the child and external agencies will be held to avoid suspension or exclusion

The following support mechanisms will be considered and used

- The Behavior Support Plan will be reviewed
- Further 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

At this stage 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. 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). See stage 6 below

STAGE 6 - SUSPENSION OR EXCLUSION

Stage 6 – Where behaviour is considered to be extremely poor and unacceptable the Headteacher or senior member of staff in charge of the school may consider it necessary to suspend a child. In very extreme situations the headteacher and governors may decide it is necessary to exclude the child from school. If warnings are disregarded or if misbehaviour is considered by the Headteacher to be particularly severe, suspension or exclusion 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.

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.

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 should be consulted and kept informed.
- ii) Records of serious Mis- behaviour must be kept.

A Record of Serious Misbehaviour will be needed if the child is referred for SEM 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.

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PLAYTIME STRATEGIES

Low level misbehaviour –

Verbal restorative discussions should be held by the dinner supervisor adult on break duty, children may be moved to the edge of the playground to calm and reflect for a short period (5-10 mins) The class teacher should be informed of any incidents at the end of each playtime.

Higher level misbehaviour – If there is concerning Behaviour such as

- physical contact
- potential bullying
- continued pattern low level behaviour

The class teacher (or if particularly serious a senior member of staff) should be informed as soon as possible.

The teacher or senior member of staff may choose to use further Restorative conversation

However, if the incident is particularly serious here may be a decision to use Sanctions such as a loss of playtime or privileges.

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.

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.

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 misbehaviour.

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

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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.

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THE HURLEY PRIMARY SCHOOL 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. Act 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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LEARNING ATTRIBUTES

Attributes – Known as 'Our Positive Learning Powers'

Children are encouraged to display positive learning attributes which we refer to as 'LEARNING POWERS' these help the children to become SUPERLEARNERS.

Attribute Award certificates

Each week we focus on a specific Learning Power and several children who have displayed these learning powers during the week are selected from each class to receive an Attribute Award Certificate in a special award assembly.

LEARNING TO LEARN SKILLS EXPLAINED



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RELATIONSHIP ATTRIBUTES

- Interdependence
- Collaboration
- Empathy and listening
- Imitation

STAGES OF RELATIONSHIP DEVELOPMENT

<ul style="list-style-type: none"> • I work with teams when asked. • I reach agreements. • I am beginning to change my behaviour to suit different roles and situations. • I try to be fair to others. • I take responsibility for jobs I have been asked to do. • I try to give constructive support to others. • I recognise similarities between myself and other people. • I listen to other people. • I recognise feelings and behaviour of others. • I know that some people think differently to me. • I recognise the feelings of others. • I can spot the causes of other people's feelings. 	<ul style="list-style-type: none"> • I work with others towards goals that have been suggested. • I reach agreements and I am beginning to manage discussions. • When reminded, I change my behaviour to suit different roles and situations. • I show fairness and consideration to others. • I take responsibility and am becoming more confident. • I give constructive support and feedback to others. • I recognise similarities and differences between myself and other people. • I take an interest in, watch and listen to other people. • I recognise and am beginning to label the feelings and behaviour of others. • I try to understand the point of view of another person. • I recognise the thoughts and feelings of others. • I can spot the causes of other people's emotions and actions. 	<ul style="list-style-type: none"> • I team up with others to work towards goals we agree through discussion. • I reach agreements and manage discussions. • I adapt my behaviour to suit different roles and situations. • I show fairness and consideration to others. • I take responsibility, showing confidence in my own beliefs • I give constructive support and feedback to others in a sensitive way. • I recognise similarities and differences between myself and other people and use this to help me take part in teams. • I take an interest in, watch and listen to other people. • I recognise and describe the feelings and behaviour of others. • I always try to understand the point of view of another person. • I recognise and anticipate the thoughts and feelings of others. • I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved.
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RESILIENCE ATTRIBUTES

- Absorption
- Managing distractions
- Noticing
- Perseverance

STAGES OF RESILIENCE DEVELOPMENT

<ul style="list-style-type: none">• I work well for rewards.• I carry out activities when asked.• With help I recognise my achievements.• I keep focused on a task that interests me.• I use the resources I have been given to complete a task.• I work well when given work that I enjoy.• I manage distractions when helped by a teacher.	<ul style="list-style-type: none">• I keep going with an activity for the pleasure it provides, sometimes also for reward.• I carry out an activity to reach an outcome a teacher has helped me with.• I carry out an activity for the satisfaction of having created or learned something.• I recognise my achievements in some areas.• I keep focused, and sustain my attention, sometimes getting slightly distracted.• I use the resources I need to complete a task.• I recognise when I am most motivated.• I manage distractions at school and I am getting better at this whilst doing my homework.	<ul style="list-style-type: none">• I keep going with an activity for the pleasure it provides, not for reward.• I carry out an activity to reach an expected outcome.• I plan, carry out and finish an activity for the satisfaction of having created or learned something.• I set my own rewards.• I recognise my achievements and celebrate them.• I keep focused, and sustain my attention, resisting distractions.• I organise the resources I need to complete a task.• I recognise how different learning contexts affect my motivation.• I manage distractions both at school and when doing my homework.
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REFLECTIVE ATTRIBUTES

- Planning
- Revising
- Distilling
- Meta-learning

STAGES OF REFLECTIVE LEARNING DEVELOPMENT

<ul style="list-style-type: none"> • With help from a teacher, I review my own work and identify what I have done well. • I help to set my own targets. • I talk about how well I think I have done in lessons. • I deal positively with praise, but sometimes get frustrated with setbacks and criticism. • I tell someone when I have problems in doing my work. • I am starting to know how I prefer to show people what I have learned. 	<ul style="list-style-type: none"> • I review my own work and identify what I have done well. • With help, I can suggest how to improve my work. • I help to set my own targets • I listen and act on advice about what I have to do to meet my targets. • With help, I review my own progress in lessons. • I listen to feedback and deal positively with praise, setbacks and criticism. • I talk about my feelings when asked about my work. • I communicate my learning in different ways when it is suggested. 	<ul style="list-style-type: none"> • I review my own work and identify what I have done well and what I can do to improve it. • I set my own targets and know what I have to do to meet them. • I review my own progress in lessons. • I ask for feedback and deal positively with praise, setbacks and criticism. • I talk about my feelings when I succeed or find problems in my work. • I communicate my learning in different ways for different audiences.
<ul style="list-style-type: none"> • With help from a teacher, I review my own work and identify what I have done well. • I help to set my own targets. • I talk about how well I think I have done in lessons. • I deal positively with praise, but sometimes get frustrated with setbacks and criticism. • I tell someone when I have problems in doing my work. • I am starting to know how I prefer to show people what I have learned. 	<ul style="list-style-type: none"> • I review my own work and identify what I have done well. • With help, I can suggest how to improve my work. • I help to set my own targets • I listen and act on advice about what I have to do to meet my targets. • With help, I review my own progress in lessons. • I listen to feedback and deal positively with praise, setbacks and criticism. • I talk about my feelings when asked about my work. • I communicate my learning in different ways when it is suggested. 	<ul style="list-style-type: none"> • I review my own work and identify what I have done well and what I can do to improve it. • I set my own targets and know what I have to do to meet them. • I review my own progress in lessons. • I ask for feedback and deal positively with praise, setbacks and criticism. • I talk about my feelings when I succeed or find problems in my work. • I communicate my learning in different ways for different audiences.

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RESOURCEFULNESS ATTRIBUTES

- Questioning
- Making links
- Reasoning
- Imagining
- Capitalising

STAGES OF RESOURCEFULNESS DEVELOPMENT

<ul style="list-style-type: none"> • When asked to, I investigate objects and materials. • I answer relevant questions about why things happen and how things work. • I explore materials. • I answer different types of questions. • I organise information in ways suggested by the teacher. • I follow the steps and strategies for an enquiry. • I have some imaginative ideas. • I discover some connections through play and experimentation. • I explore and experiment with resources and materials. • I ask 'why'? • I try alternative or different approaches if they are suggested. • I respond to ideas, tasks and problems. • I make links between ideas. 	<ul style="list-style-type: none"> • I investigate objects and materials by using the senses suggested by my teacher. • I ask questions about why things happen and how things work. • I explore materials to test others' ideas about cause and effect. • I ask questions and decide how to find out the answers. • I use techniques I am shown to collect and organise information (e.g. listing, grouping, ordering). • I ask and answer different types of questions. • I use a range of data-gathering techniques (e.g. surveys, questionnaires). • I plan the steps for an enquiry. • I draw conclusions. • I respond to imaginative ideas. • I make connections through play and experimentation. • I explore and experiment with resources and materials. • I ask 'why', 'how', 'what if' questions. • I respond to alternative or different approaches. • I respond to ideas, tasks and problems in appropriate, learnt ways. • I respond to imaginative thinking to achieve an objective. • I make connections and see relationships. 	<ul style="list-style-type: none"> • I investigate objects and materials by using all my appropriate senses. • I ask relevant questions about why things happen and how things work. • I explore materials to test my ideas about cause and effect. • I ask different types of questions and decide how to find out the answers. • I choose techniques to collect and organise information (e.g. listing, grouping, ordering). • I ask and answer questions, and select and record information. • I choose a range of data-gathering techniques (e.g. surveys, questionnaires). • I plan the steps and strategies for an enquiry. • I draw conclusions and evaluate outcomes. • I generate imaginative ideas. • I discover and make connections through play and experimentation. • I explore and experiment with resources and materials. • I ask 'why', 'how', 'what if' or unusual questions. • I try alternative or different approaches. • I look at and think about things differently and from others point of view. • I respond to ideas, tasks and problems in amusing ways. • I apply imaginative thinking to achieve an objective. • I make connections and see relationships. • I reflect critically on ideas, actions and outcomes.
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RISK TAKING ATTRIBUTES

BEING A BRAVE AND CONFIDENT LEANER

STAGES OF RISK-TAKING DEVELOPMENT

<ul style="list-style-type: none"> • I prefer times when there is a clear solution. • I like activities to be achievable in a short space of time. • I prefer it if solutions are easily found. • I think about risks and try to not let this put me off having a go. • I know that it is not a bad thing to get an answer wrong. • I am prepared to put forward my ideas or answers in a small group. 	<ul style="list-style-type: none"> • I prefer clear solutions but I am becoming a better problem solver. • I like short, achievable solutions but I am happy for certain activities to carry forward for a number of days if solution is not clear. • I try to remain patient if solutions are not readily at hand. • I think about risks and, with help, make decisions on the amount of risk involved. • I get a little upset if I am wrong about something, but I am beginning to understand that I can learn from it. • I am prepared to put forward my ideas or answers, sometimes to a larger group. • I sometimes try to think in unusual ways about things that I am interested in. 	<ul style="list-style-type: none"> • I don't mind times when solutions are not always clear. • I am happy for certain activities to carry forward for a number of days if solution is not clear. • I do not get impatient if solutions are not readily at hand. • I think about risks and make decisions on the amount of risk involved. • I know that if I am wrong about something, I can learn from it. • I am prepared to put forward my ideas or answers, even if they are not the same ideas as others. • I try to think in unusual ways, knowing that I have to be careful because this might sometimes take me away from the point of the activity.
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Positive Behaviour Quick Guide

All adults will:

- Be kind.
- Be calm, consistent and fair.
- Meet and greet every child, every day.
- Develop positive relationships.
- Recognise all over and above behaviour.

Over and Above Recognition:

- Using the classroom recognition board
- House points
- Stickers
- Head Teacher stickers
- Best Work
- Attributes
- Positive postcards home
- Hot Chocolate Friday

The Hurley Primary School Code of Conduct

Hurley Primary has a simple but very effective code of conduct which underpins all we do. Everyone is expected to follow this so we can achieve our fullest potential and enjoy our time at school.

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

Attributes – ‘Learning Powers’ and Attribute Award certificates

Children are encouraged to display positive learning attributes which we refer to as ‘LEARNING POWERS’ these help the children to become SUPERLEARNERS.

LEARNING TO LEARN SKILLS EXPLAINED



Each week we focus on a specific Learning Power and several children who have displayed these learning powers during the week are selected from each class to receive an Attribute Award Certificate in a special award assembly.

Best Work Assembly and Best Work Board

Also each class selects several children who have produced significant pieces of work during the week to share their 'Best Work' with the rest of the school in a 'Best Work' assembly. This Best Work is also displayed on a 'Best Work' board in the school Hall.

Recognition Board and Hot Chocolate Friday

Every classroom has a Recognition board (This is in the shape of a STAR). A child can be placed on the Recognition board for acts of kindness, great effort, brilliant work and showing politeness as well as

At the start of every day, the Recognition board will be cleared. Children can be recognised for their outstanding behaviour and put in the STAR multiple times in a day. For every time a child is put in on the Recognition board, they will earn a raffle ticket.

On a Friday morning, staff will pick out, at random, two raffle tickets. These children are invited to attend '**Hot Chocolate Friday**' with Mr. Morgans or Mr. Hardman to celebrate their behaviour.

Positive Postcards Home

Children's behaviour can be recognised by staff sending home postcards to celebrate their successes/acts of kindness.

Two children must be selected every two weeks and postcards sent home explaining what that they have done to deserve this recognition.

House Points

House points can be handed out for many things: work in books, homework, participation in lessons, ideas and acts of kindness etc. Please hand out house points to children from other classes, if you see them doing an act of kindness – such as holding a door open.

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Each class will put a leaf on the House Point Tree for the house that has received the most house points that week.

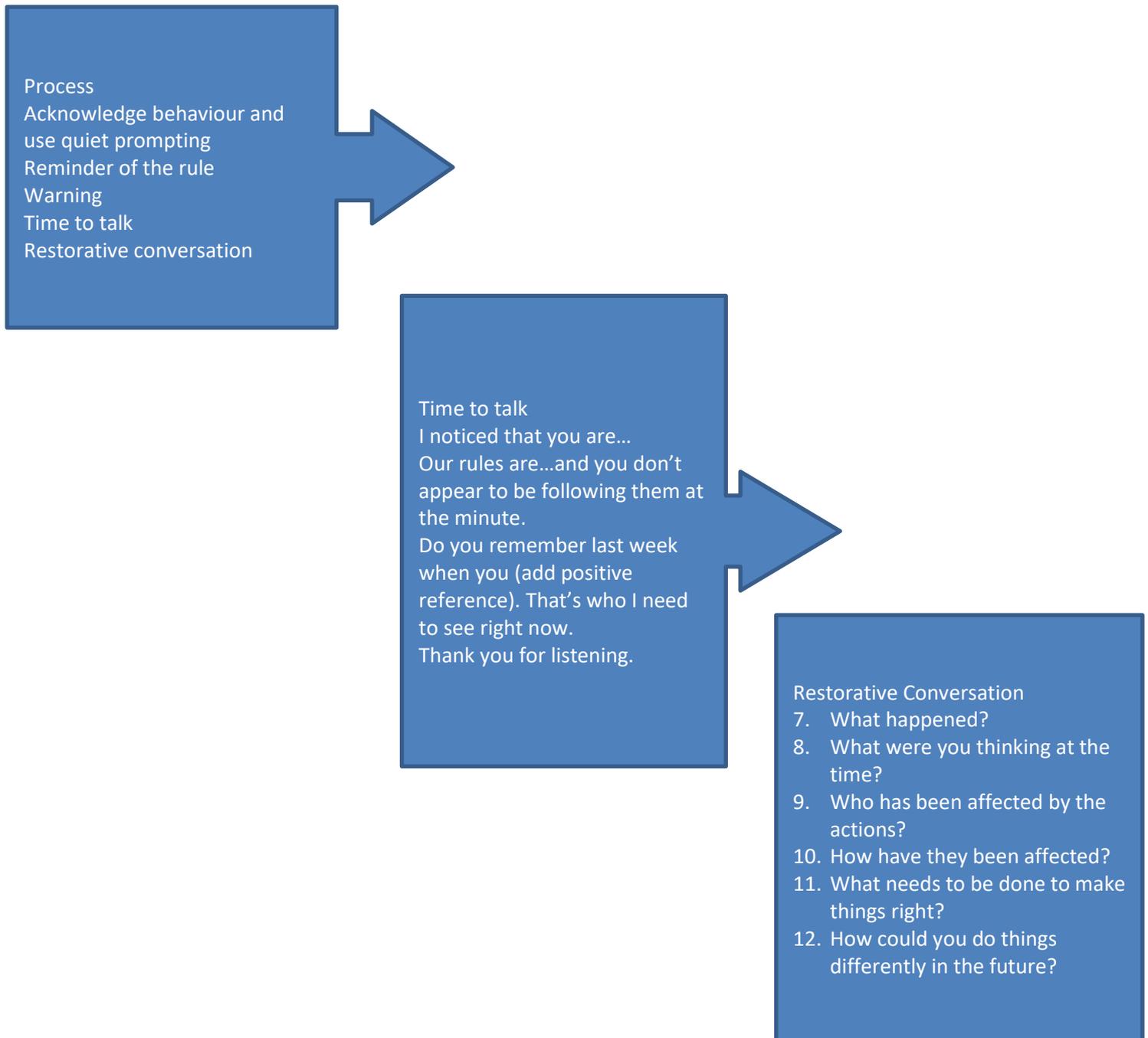
When a house earns 12 leaves on the tree, they will be rewarded with a non-uniform day.

Restorative Approach

We have high expectations of our children and our restorative approach to behaviour management is supported by strong children-teacher relationships.

Our positive approach to behaviour management is focused less on sanctions and punishment but on restorative conversations which support and enable our children to develop vital skills for life.

Dealing with low level behaviour: visual guide



Acknowledge behaviour and use quiet prompting

Use of hand signals/looks to the child to gently remind them of what they should be doing. Using blanket statements to the class, e.g. "I would like everyone to make sure they have put an equipment in their hands down please."

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Reminder of the Rule

Again, as a blanket statement to the whole class, not singling out a child.

Warning

At this point, the teacher/TA would quietly go and speak to the child at their level. They would state the behaviour that is unwanted and issue a warning. Please keep this in a positive tone. E.g. "You need to put the ruler down and focus on the lesson. Please follow that rule."

Time to Talk

This part of the process involves the teacher/TA keeping the child back at playtime/lunchtime for a little chat – only a couple of minutes. During this chat, the teacher will state the behaviour that was unwanted and reinforce the rule. They will then add a positive reference and thank the child for listening.

Restorative Conversations

When necessary, restorative conversations take place within a safe space and not in front of the whole class. The aim of these conversations is to allow the child to talk through behaviours and situations and develop an awareness of responsibility and appropriate reactions. At this point, the teacher or TA may think it appropriate to take some playtime/lunchtime off the child. If so, the child will stay in their own class and be supervised. For older children, it may be appropriate for them to do some reflective writing based on their conversation with the teacher/TA.

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

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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  6/09/21

Chair of Governors Karen Orman Signed  6/09/21

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

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