

**HORWOOD AND NEWTON TRACEY PRIMARY SCHOOL**

## **Behaviour and Bullying Policy**

**Reviewed by Governors: January 2022**

**Next review due date: January 2024**

# **HORWOOD & NEWTON TRACEY COMMUNITY PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

How we expect children to behave in school.

**RATIONALE** All staff in the school need to present a constant shared expectation of children's behaviour.

**PURPOSE** To promote the child's well being, security and happiness at school (in class and playground) as well as developing their self confidence and self esteem. Positive interactions and recognising and rewarding good behaviour is seen as paramount.

The use of sanctions is a last resort.

**RULES**

1. Be polite and kind to others.
2. Respect other people's feelings and property.
3. Listen carefully to adult advice and instructions and do as you are asked.

**At all times we expect you to:** Do as you are asked immediately, without questioning. \*\*Although children will be made aware that they can come back and discuss the issue later, but not at the time \*\*.

### **Treat everybody and everything with care**

#### **1. Around School**

We expect you to:

Walk at all times, especially across the playground; Move around quietly; Give others room and time to move; Make sure things are put away tidily in all places.

#### **2. In the Class**

We expect you to:

Listen to others; Be kind to others; Treat others as you would like to be treated; Look after other's property; Look after other people's work; Walk around the class; Sit on chairs; Put things away and keep the class tidy.

#### **3. Lunch Times**

We expect you to:

Talk quietly to others, but only those on your table; Listen to instructions and do as you are asked; Clean up your place when you are finished; Remember to be polite, say please and thank you; Sit in your chair unless you ask to move around.

#### **4. Playtimes**

We expect you to:

Use equipment properly and with care, share and take turns; Listen to instructions; Stay in the playground unless told to go elsewhere; Have a drink at the start of playtimes; Use the toilet at the start of playtime.

#### **5. Assembly**

We expect you to:

Walk in and sit quietly; Listen to the music; Listen with care to the assembly; Stand and leave quietly; While waiting listen to the music.

#### **6. You must not:**

Swear; Fight; Hit other children or adults; Be rude to other children or adults; Use equipment in the wrong way; Bring toys, sweets, money or valuables to school without permission; Leave the school premises without an adult at any time; Play down the side alley or the steps; Stand on the wall or benches; Go behind or in the bungalow without permission; Use insulting or offensive language based on race, religion, gender, disability etc.

### **The School Golden Rules are:**

We look after each other.

We are kind.

We behave well so that teachers can teach and children can learn.

We look after our things.

We never give up!

### **LEARNING BEHAVIOURS**

The following learning behaviours, linked with animals, will be encouraged and rewarded: making links (spider), being resilient (ant), working as a team (bee), taking risks (meerkat), being wise (owl), being independent (tiger), being ready to learn (elephant), being kind (monkey), being creative (unicorn) and being curious (cat).



## **REWARDS**

**Verbal rewards** - ie well done and an encouragement to try and achieve beyond previous performance. ***Hard work, application, effort, politeness, good behaviour and kindness are all seen as being as important as achievement.***

Class Dojo reward points will be given associated with the positive, learning animal behaviours. Class Dojo rewards will be celebrated by Family Groups in Awards Assembly on a Friday.

Star of the day (C1, 2 and 3) and Star of the week (C4) will be celebrated. Individual class reward systems will be used.

Children will be invited to Tea @ 3 with Mrs Eadie for those who consistently keep the school Golden Rules. This will be celebrated in assembly and be reported in the weekly newsletter.

## **SANCTIONS**

(Parents/carers will be informed at an appropriate moment in this process, initially informally and then formally if deemed necessary).

### **In all cases parents/carers are informed at stage 4**

(but it is good practice to do so before this)

1. Verbal warning to stop misbehaving (green chance card).

### **If inappropriate behaviour continues**

2. Second verbal warning to stop misbehaving (orange warning card). Time Out to a separate work place and miss 5 minutes play may also be used. If the behaviour is good return to the main class group

### **If the inappropriate behaviour continues**

3. Final red action card. Remove to another class for the rest of the session Any missed work must be completed during breaktime.

### **If the inappropriate behaviour continues to disrupt other pupils' learning**

4. Sent to the Headteacher and the behaviour is recorded. Behaviour incidents are logged on CPOMs. Parents/carers will be informed.

### **If inappropriate behaviour continues to disrupt other pupils' learning**

5. Parents/carers will be informed and action taken to stop the behaviour which may include a referral to the SEMH (social, emotional and mental health team) and the use of a daily behaviour chart which goes home.

In cases of extreme behaviour (violence, swearing, racist or sexist bullying etc) stage 1 to 3 may be bypassed if staff consider this appropriate. This is expected to be used very occasionally.

The SEN process of Assess, Plan, Do and Review as part of the Graduated response will be actioned.

### **Exclusion**

If a child deliberately physically assaults another pupil or adult, they may be given a fixed term exclusion (of up to 5 days). A fixed term exclusion will also be considered by the Headteacher if a child persistently disrupts the learning of other children. When considering exclusion, these factors will be taken into account: the age of the child, the intent and severity of the assault/disruption to learning and any other mitigating circumstances. If the behaviour continues, this may lead to a permanent exclusion. The Chair of Governors will be informed if an exclusion occurs.

### **Use of racist or sexist language**

If children use inappropriate language based on race, gender, disability etc, the first step is to explain why this is inappropriate and why it must stop. It is good practice to inform parents/carers at this point. The child's behaviour should be monitored closely for an agreed period after this and additional support given. The incident should be recorded and based on severity, reported to the appropriate authority.

If there is a repeat of the offence, then further action will need to be taken and advice sought on suitable sanctions and actions to take at this time.

# **HORWOOD & NEWTON TRACEY COMMUNITY PRIMARY SCHOOL**

## **POLICY ON BULLYING**

### **Rationale:**

Everyone has the basic right to freedom from pain, humiliation and fear. Whether caused by adults or children. We have a responsibility to create a secure and safe environment for children who are in our care so that parents/carers may hand their children over in the confident knowledge that they will be protected from bullies.

### **Definition:**

Bullying is an act which is intended to hurt, threaten, humiliate or frighten someone repeatedly over a period of time. It may include threats, teasing, interfering with belongings, sexually and racially offensive conduct, ridicule, the invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name-calling and by children excluding others from games or activities. Each of these bullying activities has in common the intention by one child or a group of children to inflict a damaging effect upon another.

### **What we can do about bullying:**

Children should know that adults will respond actively to reports of bullying. The victim or any other child or adult should be encouraged to report any instances of bullying.

### **Strategies to Prevent Bullying:**

- a: Behaviour code is written, published and known by the children;
- b: Circle time/PSE/family group time is used to discuss issues and raise concerns;
- c: Children are made aware that bullying is taken seriously and occurrences will be investigated fully;
- d: School council is involved in bullying policy, behaviour policy and intervention on bullying;
- e: Children are encouraged to talk to adults about difficulties that arise;
- f: A resource box is made available for children and adults with books etc;
- g: Encourage children to be assertive with other children.

If bullying does occur, we will use the following actions.

## ACTIONS ON BULLYING



