Hartwell Primary School

Behaviour Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2027

1. Statement of Intent

At Hartwell Primary School, we have high expectations of everybody within our community. We promote our Christian Values, which guide behaviour and interactions based on respect, honesty, and kindness.

We recognise that bullying, including cyberbullying, prejudice-based, and discriminatory bullying, undermines these values and the safety of our pupils. Our policy is committed to:

- Promoting positive behaviours rooted in our Christian values and growth mindset.
- Preventing all forms of bullying and ensuring a safe environment free from disruption, violence, discrimination, or intimidation.
- Providing a graduated, individualised response to poor behaviour and bullying, including support for pupils with educational, mental health, or other vulnerabilities.
- Encouraging positive working relationships with parents to support behaviour and bullying prevention.

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2. Our School Values

2.1 Our Christian School Values underpin our approach to behaviour and bullying prevention:

H is for **honesty** every day

A is for **achievement** and aspiration in every way

R is for **respect** in what we do includes respecting others' differences and standing against bullying.

T is for **trust** between me and you

W is for **wellbeing**, be confident in what your say

E is for **enthusiasm** at work and play

L is for **listening** with kindness and care means pupils and staff listen to concerns about bullying and act appropriately.

L is for **loving** God's world that we share involves promoting a culture of kindness and inclusion where bullying behaviours have no place.

2.2 Through the positive promotion of our school values, we aim for children to understand one another, appreciate the individuality within our school community and see the impact of their actions.

2.3 Clear and consistent focus on our values helps to ensure that children understand the effect of their actions on others. It is our values that guide staff and children in knowing that we are all responsible for our behaviour choices and that we must work together collaboratively to foster and maintain positive relationships, and therefore exemplary standards of behaviour.

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3. Legal Framework and Related Policies

This policy operates alongside and complements:

- The Safeguarding Policy, ensuring bullying is recognised as a safeguarding concern when appropriate.
- The Inclusion Policy, providing support for pupils with SEND who may be vulnerable to or exhibit bullying behaviours.
- The Online Safety Policy, addressing cyberbullying.
- The Exclusion Policy, outlining sanctions for serious or persistent bullying.

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4. Roles and Responsibilities

- **Governing Board:** Ensures the policy prevents bullying and promotes a culture of dignity and respect.
- **Headteacher:** Leads on bullying prevention measures, ensuring staff training and consistent implementation.
- **SENCO:** Supports pupils with SEMH and SEND needs related to behaviour and bullying.
- **Teachers and Staff:** Model respectful behaviour, recognise bullying signs, respond promptly to incidents, and record concerns.
- **Pupils:** Are expected to uphold the school values, report bullying, and support peers.
- **Parents/Carers:** Work collaboratively with the school to address bullying concerns and reinforce positive behaviour at home.

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5. Routines and Classroom Organisation

5.1 The physical and psychological environment can influence a child's behaviour. We aim to provide an environment that is safe, welcoming and productive to all and bullying is not tolerated. Our classrooms are stimulating and well organised, celebrating children high quality learning and promoting high quality learning, the growth mindset and positive conduct.

5.2 Effective teaching and learning strategies and good classroom organisation are essential for maintaining positive learning behaviour:

- Children are encouraged and recognised for their positive contributions.
- Children are encouraged and recognised for demonstrating our Christian school values.
- Each day begins with 'Morning Routines' where children are prepared for the day ahead.
- Teachers quickly establish consistent routines with their class.

- Classrooms are tidy and well organised with equipment clearly labelled and accessible.
- Children know what is expected of them during lessons, what to do to help themselves, how to seek support and what they should do when they have finished a task.

5.3 Staff ensure that children have a range of play opportunities open to them and children are encouraged to take responsibility for the games they play and the resources that they use. Supervision outside is in place so that children are safe, effectively cared for and are managed positively to prevent and intervene in bullying incidents.

5.4 The School Parliament contributes to decisions made about the environment, helping shape rules and routines including behaviour and anti-bullying measures and selecting play equipment and opportunities,

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- All children contribute to their 'Class Rules' at the start of every academic year that include expectations around respectful behaviour and zero tolerance for bullying.

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6. Recognition, Rewards, and Consequences

Positive behaviour, including acts of kindness and standing against bullying, is recognised at every opportunity and a structured series of consequences are in place when there are any occurrences of poor behaviour. We firmly believe that our rewards and consequences are only effective when:

- There is consistency and fairness
- Negative experiences are supported in a constructive manner, therefore are experiences to learn from
- Flexibility is built into the system to support children, including, but not limited to, those with SEND, including SEMH
- The child has a voice and understands the impact of their actions.
- Consequences for bullying are clear, consistent, and proportionate, ranging from restorative conversations to exclusion in serious cases.
- Warnings and sanctions are used to address bullying behaviours, with serious incidents immediately escalated to senior leaders.

- Support plans and behaviour support plans include targets to address bullying behaviours and help victims recover.

Recognition and Rewards

Our behaviour management strategy is built upon the intrinsic belief that all children have an inherent desire to please. Recognition and rewards are integral in day-to-day school life and are given in a variety of ways. These include:

- Smiles from adults and peers
- Verbal and written feedback from adults
- Visits to other teachers/headteacher

- Positive praise stickers
- Effort marks in KS1
- Credits and merit awards in KS2
- Privileges
- Award of the Day in ks2
- Personal bests
- Word millionaires
- 144 Club
- Star of the Week awards
- Letter of praise to parents
- Phone call or face-to-face conversation with parents

This list is not exhaustive, nor is it hierarchical, nor does it prevent teachers from having their own individualised reward systems in class. It also does not prevent children requiring additional behaviour support through an individual behaviour support plan (BSP) having individually tailored rewards for achieving a behaviour target.

Consequences

Consequences are made overt to all children and warnings are given when inappropriate behaviour choices have been made. This allows children time to reflect on their poor behaviour choice and rectify it. If there is a deterioration in behaviour where staff believe there may be an issue relating to safeguarding or SEMH, a conversation with the DSL or SENCO (as appropriate) must be sought, without delay.

The consequences below are sequential, unless the incident is deemed so serious a member of the Senior Leadership Team, where an immediate 'high order consequence' is called for meaning that a warning is not appropriate in this circumstance. A serious incident is an act of deliberate physical or psychological harm. An example of deliberate psychological harm is the use of discriminatory language, in person or online.

- At Hartwell Primary we follow a clear, graduated response when a pupil's behaviour falls below expectations: first, the adult issues a calm, private warning in class; if the behaviour continues the adult gives a second warning with a clear, specific consequence (for example: "If you continue to call out you will lose 5 minutes of your break time"); if the pattern persists staff should contact parents and complete an ABC (Antecedent–Behaviour–Consequence) chart to record the incidents and identify triggers; a pupil will only be asked to leave the classroom if their behaviour is unsafe or is significantly disrupting others' learning; names of pupils who have been warned must not be displayed publicly but may be jotted confidentially in a book kept on the teacher's desk for monitoring; if a pupil is struggling and would benefit from a calmer space they may be offered time in the sensory room; and for additional support with any pupil, staff should in the first instance speak to their phase leader.
- If the pattern of poor behaviour **continues** and the child has had support from an appropriate adult to correct their behaviour the child will be put on a **week-long behaviour report.** The class teacher manages this with advice from a member of the Senior Leadership Team. At the end of the week, a member of SLT will praise the child for their improved behaviour or make recommendations to continue the behaviour reporting or move to a **behaviour support plan.**

- Following a removal from the classroom there will be a restorative conversation between the teacher and child so the next session/morning can be started in a positive way.

- As a last resort, a child may be **excluded.** This exclusion could be internal, fixed term or permanent.

7. Involving Parents

The class teacher must always inform parents when any of the following incidents occur:

- Swearing
- Physical altercation (instigator, participant or target)
- Stealing
- Deliberate damage to property
- Bullying behaviours
- Online safety incidents (whether they occurred in or out of school)
- When a child is put on report/moving to a BSP

- Parents are informed promptly of any bullying incidents involving their child, whether as victim or perpetrator.
- The school works collaboratively with parents to support behaviour improvement and bullying prevention.
- Parents are encouraged to report concerns and support the school's approach to positive behaviour.

8. Recording Behaviour Incidents on Arbor

- All incidents must be recorded as soon as possible and at least before the start of the next working day, remembering to share the incident with relevant members of staff. Records must be factual and not include emotive or anecdotal accounts.
- Any related documents must be scanned and attached to the account.
- Any discussion with parents/carers/outside agencies regarding the incident should also be recorded.

9. Equality and Vulnerable Pupils

- The school ensures fair treatment for all pupils, with additional support for vulnerable pupils and those with SEND who may be more at risk of bullying or have difficulty managing behaviour.
- Behaviour Support Plans are used to provide tailored support and reasonable adjustments.
- All actions are in compliance with the school's Equality Duty.

. **Vulnerable Children and Children with SEND**

There are some children who are vulnerable and/or have SEND. For these children, it may be appropriate for a 'Behaviour Support Plan' as there are specific barriers present, which make it more challenging for them to manage their behaviour.

A vulnerable child or a child with SEND who has a 'Behaviour Support Plan' may need targets to support them conforming to the school's behaviour policy and therefore have different rewards and consequences than set out in this policy.

- **Exclusions**

Refer to the school's Exclusions Policy

- **Staff Support and Training**

Staff training for behaviour management takes place through INSET and meeting times as well as through external training courses for individual staff members, as required.

The Use of 'Reasonable Force'

The use of physical intervention from a member of staff with a child should always be avoided, but in specific circumstances may be necessary. A child may need physical restraint if there is danger of the child hurting themselves, others or damaging the physical and/or the psychological environment. Physical intervention is only used as a last resort when all other behaviour management strategies have failed and the child is presenting immediate danger.

If a member of staff has had to physically intervene/restrain a child, it must be immediately reported to the headteacher and the incident recorded in the 'Bound and Numbered Book' and that page also scanned onto Arbor.

With any incident of physical intervention, parents will be notified and both child and staff member will separately be offered an opportunity to debrief and reflect.

The practices detailed in this section her are in compliance with 'Use of Reasonable Force in Schools, DfE, July 2013' https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

12. Complaints Procedure

If a parent/carer is unhappy with how an incident has been dealt with by the school, and has already contacted the headteacher, the matter is to be dealt with in accordance with the Complaints Policy.

13. Monitoring and Evaluation

Behaviour of pupils is regularly discussed at team meetings and any concerns are brought to the Senior Leadership Team (in most cases via Arbor, in the first instance).

Questionnaires for children, staff and parents include questions regarding behaviour and safety in the school. Governors review behaviour through headteacher's reports and by monitoring visits.