

Hurley Primary School



Behaviour and Anti-Bullying Policy









Updated and Agreed: December 2025
To be reviewed: December 2026

Aims Statement

At Hurley Primary School, we believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

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.

Our aim is to:

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

Our 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 environment.
- 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 the use of stickers or a class reward. Teachers can also send children to Phase Leaders, the Assistant Headteacher and the Headteacher to recognise their good or improved behaviour and positive attitudes.

Dojo/House Points and the Whole School Tree

Class Dojo/House Points are awarded throughout the whole school. They are 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. 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. When a house has earned 15 leaves on the tree, they are rewarded with a non-uniform day. When a child has received the class teacher's set number of Dojo points, they will get their name on the star and earn a raffle ticket into the class's pot.

Milkshake celebration

Once a week, staff will pick out, at random, two raffle tickets. These children are invited for a milkshake and a biscuit with a member of SLT to celebrate their amazing effort.

Hurley Heroes

Children are encouraged to display positive learning superpowers to enable them to reach their full potential. We celebrate our 'Hurley Heroes' during an assembly each week with a different focus. In addition to this, each class votes on someone in their class who has shown one of our Hurley Hero superpowers and they also receive a certificate and recognition in our assembly.



Celebration Assembly

Each week, we hold our Celebration assembly to showcase the marvellous work our children are doing in their lessons. Teachers and TAs chose children who have worked hard, displaying many of our superpowers.

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.

Positive Restorative Approach

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. Wherever possible, we shall employ a restorative approach to restoring good behaviour. However, we recognise there will be times where it is necessary to use sanctions.

A Guide to Hurley Primary School's Behaviour Stages

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

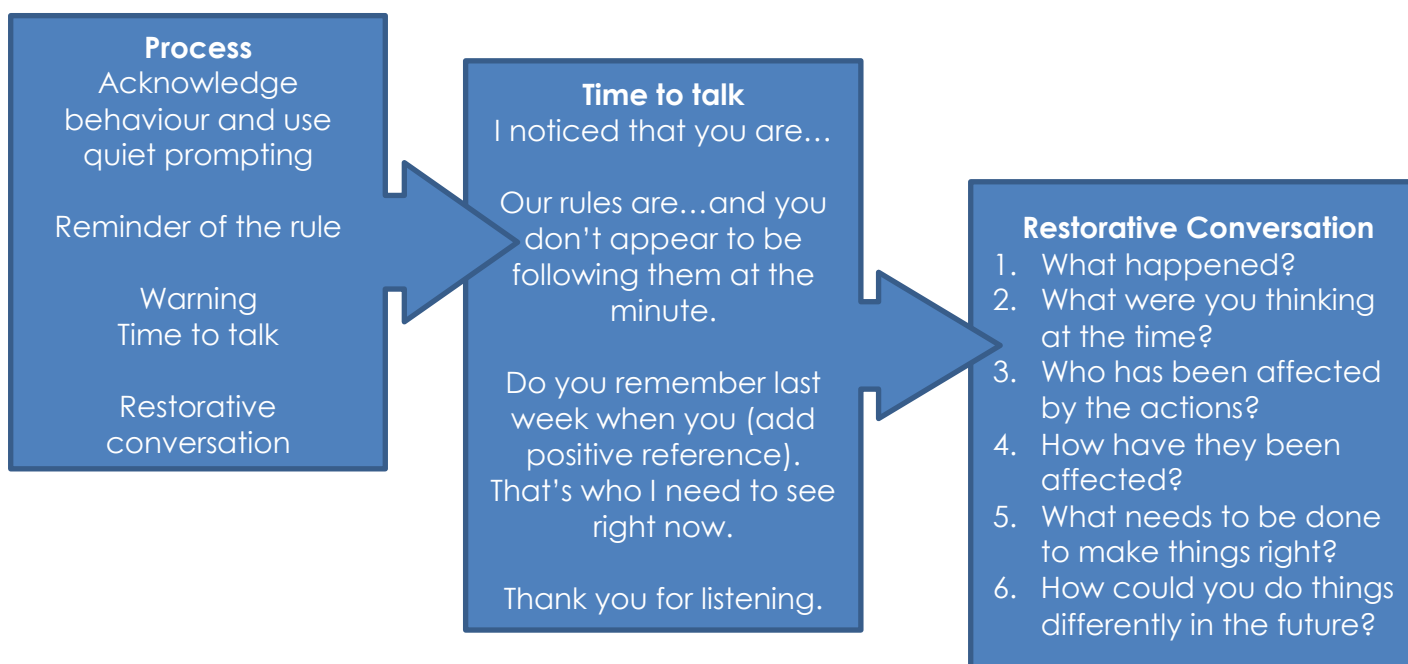
Each behaviour incident will be considered and dealt with individually. In all circumstances, we will consider carefully the individual children's needs and the specific circumstances surrounding each specific behaviour issue (using the stages below as a general guide).

Stage 1 – A Positive Classroom Ethos

Most behaviour will be managed by the class teacher, teaching assistants and members of staff around the school. We will set clear, high 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, it continues to be managed by the class teacher. However, at this stage the teacher will employ additional restorative strategies set out in this 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."

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 and Privileges

If the Restorative Approach has been exhausted or the behaviour is deemed to be more serious, 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 4 - Behaviour Monitoring and Individual Support

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 5 – Serious or Persistent Misbehaviour

If Stages 2-4 have been exhausted or if the child's misbehaviour is particularly serious, the teacher will consult with the Headteacher or member of SLT 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 2-4 or if a behaviour issue or incident causes a particular concern, then parents will be informed to gain their support to rectify this behaviour.

A phone call or meeting will be held with parents to engage support and the behaviour problem will be discussed to consider:

-  Relevant support to improve the behaviour
-  Relevant strategies and sanctions will be determined depending on the nature of the misbehaviour
-  The parents and child will be made clear of the consequences of further misbehaviour, and this will be recorded in the form of a letter, if necessary.

Each case will be considered individually by the Headteacher and SLT.

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 Behaviour 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 could be permanent exclusion). This will be recorded in the form of a letter. If the misbehaviour 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

Where behaviour is considered to be exceptionally poor and unacceptable and warnings are disregarded, the Headteacher or SLT in charge of the school may consider it necessary to suspend a child for a fixed period of time. The length and nature of suspension will be dependent on the behaviour and the context of the situation, and the child concerned.

In very extreme situations, the Headteacher and Governors may decide it is necessary to exclude the child from school. 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 behaviour, 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.

If suspension or permanent exclusion is necessary we will follow the latest Government guidelines see the link below: -

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Useful guidance for parents on exclusions can be found on the Warwickshire Exclusion Website

<https://www.warwickshire.gov.uk/exclusions>

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:



The Headteacher should be consulted and kept informed.



Records of serious misbehaviour must be kept on CPOMs.

A record of serious misbehaviour will be needed if the child is referred for SEMH 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 their 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.

Playtime Strategies

Low level misbehaviour: verbal restorative discussions should be held by the dinner supervisor or adult on break duty. 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 member of SLT) should be informed as soon as possible. The teacher or SLT may choose to use further restorative conversation. However, if the incident is particularly serious there may be a decision to use sanctions such as a loss of playtime or privileges.

Children with Special Educational 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 may be necessary to put into place additional support and this should be recorded on an ISP (Individual Support Program) 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.

- 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.
- Children with SEND will have their strengths and achievements celebrated to promote their self-esteem.
- Children with SEND 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

In the unlikely event of a child running away from school, the Headteacher, or member of SLT (who must always act in the Head's absence) should be informed immediately. The local police and parents will be contacted immediately. This will be treated as serious misbehaviour.

The Role of the Class 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/Check Ins

Circle time and regular check ins 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. Some children may benefit from additional support through work on emotional regulation or social skills. These children will be identified by the school and support will be provided by their class teacher.

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 necessary, in extreme cases, to use reasonable force to prevent a child from hurting themselves or others. Staff have received training on the 'Team Teach' approach.

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

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, PSHE lessons, stories, and through play and roleplay 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 on CPOMs.
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.

Review Framework

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

REVIEWED BY:

Headteacher

Matt Hardman Signed



Co- Chair of Governors

Karen Orman

Signed



REVIEW DATE: December 2026

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