

Behaviour Policy and Guidelines

Class Rules

- All classes must have their class rules displayed in the class room
- There should be written in the positive and represent the school message of 'Respect'.
- The rules must be discussed with the pupils having been developed as a class activity at the beginning of the school year.
- They must be expressed in a manner which is age appropriate and should be focused as follows

The way we treat others
Expectations for classroom behaviour

- Class rules will be shared with the whole school early in the school year.
- All adults in the classroom will apply class rules consistently.
- Pupils will be rewarded for following class rules.
- Pupils will be made aware of the consequences of not following class rules.

Playground/Dining Room Rules

- We will always be polite to each other, to the adults and to the prefects who are looking after us.
- We will always do as we are asked straight away.
- We will always play safely.
- We will allow the people on duty sort out our problems.
- We must walk in the hall and in the link corridor.

If pupils are following these rules then the following will occur:

- Supervisory staff will not be spoken to rudely or speak rudely.
- There will be no use of bad language.
- Pupils will respond immediately to instructions.
- There will be no fighting of any kind including play fighting.
- There will be no throwing of sticks, stones or toys.
- Pupils will play in their designated part of the playground.
- Pupils will not leave the school premises without permission.
- Pupils will tell supervisory staff if they have a problem and allow them to deal with it.
- All staff must apply these rules consistently.
- The rules apply to both play times and lunchtimes
- Pupils must be involved in discussion about the rules

Pupils are expected to move around the school calmly and considerately at all times.

Consequences

It is important that pupils are praised for following the school behaviour code. Sometimes staff will have to make a conscious effort to catch a child doing the right thing. These opportunities must not be missed. **All** staff have a responsibility for monitoring the behaviour of all pupils in every part of the school

Rewards For Good Work and/or Good Behaviour/Good attendance

- A verbal comment by a member of staff, which recognises good work or behaviour. Class points/ prizes may be given for good work and behaviour. Each year group needs to decide their own approach.
- Please see the *Good to be Green* attachment for Silver and Gold cards
-

Special Mentions Assembly

Pupils who have worked hard, behaved well, been polite, kind etc will be rewarded by having their achievement shared with the whole school during "Special Mentions" assembly (normally held on a Friday). Staff will complete the Special Mentions proforma which will be displayed in the hall. Supervisory staff can also recommend pupils.

Negative Consequences

- Please see the *Good to be Green* attachment

Pupils will not be asked to stand in the corridor or outside the classroom, as they are not being supervised.

Monitoring of Pupil Behaviour

If a teacher needs to implement formal behaviour management strategies then a record of this must be kept on Sleuth. This record can then be discussed with parents as appropriate.

Sleuth will be monitored for yellow and red cards by Hayley Razzell, and correct interventions will be identified for patterns that are noticed. A report will be created every half term, that will be shared with SLT and they will cascade it to their phases/teams.

Lunchtime supervisors should deal with minor incidences of bad behaviour as they occur. More serious incidents should be reported to the Senior Supervisor who will keep a record of these referrals. The Senior Supervisor will keep Lucy France informed of incidences of bad behaviour and be involved in deciding whether or not a child is to be deprived of their next lunch break.

Bullying

The named staff member for anti-bullying is Mrs Jones.

Bullying is any act, which physically or psychologically intimidates the victim. The form it takes varies between situations and participants. It can be anything from a look or even a smile to a verbal threat or actual physical attack. There is always the actual or implied threat that the intimidation will continue. It is an attempt by an individual or group to manipulate the behaviour of an individual or group through the abuse of power, whether that power is physical, social or intellectual.

The Governors and staff at Hillary Primary School are against the act of bullying.

Our school community:

- Discusses monitors and reviews our anti- bullying policy on a regular basis.
- Supports staff in identifying and tackling bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively
- Reports back to parents quickly regarding their concerns on bullying
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory /voluntary organisations when appropriate.

An incident of bullying will be logged formally.

All staff will endeavour:

- ◆ To prevent bullying
- ◆ To develop strategies to deal with bullying effectively
- ◆ To fit the prevention of bullying into the whole school ethos

This will be achieved by ensuring adequate and appropriate supervision around school.

Teachers and classroom support staff will supervise classrooms, cloakrooms and corridors.

The playground is supervised by the staff who are on duty.

Lunchtime supervision is the responsibility of the senior supervisor and her staff. Teaching staff need to reinforce their role.

The senior supervisor can refer to the Headteacher, Deputy Headteacher or Assistant Headteacher at any time but may act on her own initiative when dealing with incidents of bullying.

The Head, Deputy Head or Assistant head will keep regular contact with the Senior Supervisor regarding any children concerned in actual or suspected bullying incidents. The class teacher is also informed.

Pupils must not be left unsupervised in classrooms and they are not allowed to re-enter the school, without permission, after having gone outside

In the event of an incidence of bullying adults should react quickly and consistently to every known instance. Disapproval should be vigorous and unambiguous. A pupil who it is suspected is being bullied should be given 'an escape route' i.e. they should have a trusted friend or adult in whom they can confide. That trusted friend or adult should report any concerns to the Head, Deputy or Assistant Head.

Alternative behaviour should be made available to the perpetrator. If bullying continues parents will be informed. Persistent bullying could lead to exclusion from school.

In the event of the parent of a victim raising an issue, reassurance and support must be offered to both the parent and the child.

(Dealing with bullying is dealt with through our PSHE curriculum.) The subject of bullying is included in the PSHE curriculum. Children are taught what bullying is, how to deal with it, who to tell about it and what will be done to stop it.

Racism

The school follows the LA's guidelines and procedures in dealing with and reporting racist incidents.

The LA and the school accepts the definition of racist incident as given in the Macpherson Report into the death of Stephen Lawrence.

'A racist incident is any incident which is perceived to be racist by the victim or any other person'

'in general terms, consists of conduct or words or practices which disadvantage people because of their colour, culture or ethnic origin'

Our race equality policy specifies the following aims:

- To provide equality of opportunity for all pupils
- To promote understanding and tolerance of all ethnic groups
- To challenge racial discrimination in all its forms
- To prepare all pupils to take their place in a multi-cultural society.
- To promote racial harmony

Our race equality policy compliments the school's core values and ethos.