HARTSBOURNE PRIMARY SCHOOL

Mission statement: Valuing Potential, Creating Opportunities

Behaviour & Anti Bullying Policy

This policy to be read in conjunction with our ethos and mission statement and all other policies including: Equal Opportunities Policy, Child Protection Policy, Lunch Time Behaviour Policy, Reducing Restrictive Intervention Policy, PSHE Policy, Teaching and Learning Policy, Racial Equality Policy, Working with Parents Policy

POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed.

DATE OF POLICY:	September 2025	**DATE OF NEXT REVIEW:**	September 2026
MONITORED BY:	HEAD OF SCHOOL, PUPIL PROGRESS COMMITTEE		

Our Vision

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

Rationale

All staff and governors at Hartsbourne Primary School wish to promote positive behaviour to maintain a happy, safe and effective learning environment. The quality of teaching and learning at our school depends upon a consistent and fair whole-school approach to behaviour and relationships.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

Aims of the Policy

It is a primary aim of our caring school community that everyone feels valued and respected and treated fairly. This policy will promote strategies that lead to effective and positive relationships so that everyone can work together and learn well. We will help children to see how they 'own their own behaviour' and can grow into confident, independent members of the school community.

We aim to:

- Develop a moral and social framework within which responsibility, initiative, and positive relationships can flourish.
- Enable children to develop a sense of self-worth and respect and tolerance for others.
- Promote an environment in which children feel safe, respected and able to learn to the best of their ability.

OBJECTIVES OF THE POLICY

For children to develop:

- Self-confidence, self-control and independence.
- Motivation for learning and ability to build friendly relationships throughout their life.
- Sensitivity and consideration for others, including a sense of 'fair-play.'
- A pride in themselves and in their school.

For children to take responsibility for:

- Their actions towards other children and adults
- Co-operating with the school expectations and class charter.
- Showing respect and tolerance for race, religion, gender, other lifestyles and opinions.
- Some of their own learning and their learning environment.

SCHOOL EXPECTATIONS

These expectations were agreed between school staff, governors and children. They are deliberately succinct so they can be learnt by the whole school community.

1. Help and encourage others.
2. Act responsibly and safely.
3. Respect everyone.
4. Try our best and always work hard.

COMMUNICATION AND KEY MESSAGES OF THE POLICY

A copy of the policy will be stored on the website and included as part of our staff handbook. The school expectations will be clearly displayed around school and will be taught consistently and re-visited each term.

The school newsletter will highlight pupils who have been selected for the Achievement Book, as well as classes that have shown requisite manners and behaviour during lunchtime to be awarded 'Clive the Carrot'. Assemblies and occasional themed weeks, such as Anti-Bullying Week, will be used to address other aspects of personal and social skills education.

The Head Teacher's Termly Report to Governors will include a report on all behaviour incidents, any fixed-term exclusions, reports of bullying, and significant complaints from parents regarding behaviour.

Central within the policy is an understanding of choice: we will help children to make appropriate choices (which lead to good consequences) by using strategies such as limited choices. We will manage poor choices by implementing consequences that teach the appropriate behaviour. There are two key reasons for using the language of 'choice':

- To promote self-management: we encourage reflection on the behavioural choices made.
- To avoid labelling children: we refer to choices made and behaviour they must take responsibility for, promoting an idea that they are in control of these choices and that episodes of poor behaviour do not define them.

The following key messages will be developed and reinforced by all adults for pupils, staff and parents (in no particular order):

- All staff will focus on de-escalation and preventative strategies rather than reactive (in line with Therapeutic Thinking training).
- Similarities and differences will be celebrated, respect and empathy modelled.
- We all have choices and rights, but that with rights comes responsibilities.

- Our response to our feelings is within our control and that emotions are not an excuse for poor behavioural choices.
- Bullying can happen to anyone, and we are a school where 'telling' is the norm.
- Poor behaviour will always be addressed by adults in line with this policy.

PROMOTING POSITIVE BEHAVIOUR

Adults will model positive behaviour and relationships and use specific, positive praise to promote good behaviour. Children will be taught a range of core behaviour skills and attitudes, for example:

- Independence and organisation
- Positive self-image and self-esteem, resilience, motivation and perseverance
- Self-reflection, self-control and honesty
- Fairness, co-operation, collaboration and empathy

REWARDS

House Points

- All pupils will be allocated to one of four 'houses' (currently Sika, Fallow, Roe and Muntjac) and linked to a colour to help children with early reading skills and the organisation of sports activity day etc.
- Each class will keep a record of house points awarded to children and the totals will be shared in achievement assembly.

Achievement Assembly

Two children each week will be mentioned in the school achievement book each week for learning attributes that relate to our Learning Gems. The whole class may be mentioned (for instance for behaviour on a class trip). Other certificates and trophies won out of school will also be presented in Achievement Assembly and one class per week will be awarded Clive the Carrot as a reward for lunchtime behaviour. House-point winners will also be reported.

Other rewards may include (in no particular order):

- Specific descriptive verbal praise (excellent you are remembering to use finger spaces).
- Eye contact and smiling, clapping, appropriate jokes, laughing.
- Children giving themselves a 'pat on the back'.
- Telling another adult, the class or parents, something positive (in child's hearing).
- Inviting an adult into the class to observe the learning.
- Playing whole class games, extra playtime, using resources/play equipment.
- Tokens for the book vending machine.
- Children being able to show their work to a valued adult.

End-of-Year Awards

These will be awarded each year to seven children (one per year group) who have demonstrated particular achievement, progress or effort across a range of areas. Parents will be notified that their child has been nominated and invited to an assembly during which they will be awarded.

The awards are as follows:

- The Wurr Award for Reading
- The Zealander Award for Writing
- The Tanna Cup for Maths
- The Hudson Cup for Creativity
- The Williams Award for The Arts
- The Wood Trophy for Effort
- The Omelia Cup for Sport
- The Caetano Cup for Perseverance and Resilience

The Rose Trophy, which is awarded jointly to the house that wins Sports Day and the house that wins the weekly house-points the most times, is also presented during this assembly.

Behaviour Charts/Stickers
Class teachers may use Behaviour Charts for individual children for a specified period of time. The theory behind a behaviour chart is to set specific and manageable behavioural targets for the child in question, and then mark their chart appropriately according to whether or not they were able to make the correct choices. Rewards may also be awarded at the end of the week if the child is able to meet their targets consistently, though staff should be wary about over-incentivising good behaviour. To be effective they must be agreed with the parents and implemented for a set period of time, with consistency and fairness.

BREAK AND LUNCH TIME BEHAVIOUR (**See also the Lunch-time Play Policy)**

Adults will release children on to the playground in an orderly fashion (e.g. table by table). They will be collected promptly at the end of break; the same system should be used for walking to the hall.

Y6 will be trained as play leaders and will wear hi-vis vests and support KS1/Rec pupils at break and lunch.

Adults on playground duty will monitor specific areas (including potential 'pinch points', e.g. astroturf, tyre park) as early identification of potential problems is crucial. Lunchtime supervisors will communicate incidents with class teachers at the end of break or lunch, and update CPOMs if the incident raises concerns over safeguarding issues.

CONSEQUENCES THAT TEACH APPROPRIATE BEHAVIOUR
A reminder from a member of staff is expected to be enough to correct most errant behaviour.
Effective reminders might include**:**

- ✓ A quiet word (public praise, private censure).
- ✓ Expectation reminder to avoid escalation (Eg 'What is our rule about speaking to others?).
- ✓ Label the act or the behaviour **NOT** the child (eg 'that was unkind behaviour…').
- ✓ Acknowledgment of feelings ('I can see you feel….. but I need you to….').

Logical consequences will be implemented:
Relevant: (The child makes the connection between the behaviour and the consequence).
Realistic: (Use of calm zone or short discussion with an adult at break-time).
Respectful: (An opportunity to learn from mistakes, not lower a child's self-esteem).

Corrections will usually be followed with positive encouragement a minute or two later. However if this fails to correct the behaviour of a child the following procedures will be adopted:

Use of Stepped Boundaries:
- Tactical ignoring, praise those nearby doing the correct thing.
- Verbal warning via a rule reminder: 'Mary, what is our rule about interrupting?'
- Redirect to a specific place with a resource to use while listening/working.
- Time out at a 'thinking spot' stay behind for two/three minutes to discuss with adult.
- Missing some of their break or lunch play to make up work.
- Parents informed at end of day.

All children must articulate what went wrong and why. Staff will ensure that:
- Logical consequences are given as soon as possible after the event (see above).
- The child understands and acknowledges why a consequence is needed.
- Individual circumstances and needs of pupils are taken into account (eg a child with ADHD will not be constantly reprimanded for lack of focus and attention).

- The SENCO will be consulted for advice on pupils with SEND.
- Appropriate inventions will be implemented by an adult (eg social stories, movement breaks/, therapy dog session, access to school counsellor).

Examples of Stepped Boundaries

Level	Possible Strategies
Level 1 ● Inappropriate swinging on chairs ● Calling out inappropriately ● Silly noises ● Not listening ● Distracting peers ● Talking in class whilst the teacher is talking ● Wandering around the classroom ● Not lining up quietly ● Refusing to follow instructions ● Graffiti on books, school property etc	Teaching through circle time, PSHE Peer support Personal charts, merits, Behaviour chart Restorative discussions to repair relationships Saying " Please stop. This is a warning" Use of Traffic Light system Use of ZoR Miss Playtime Remove from situation Time limited Time Out in sight Scripted Response
Level 2 ● Repeating above after strategies put in place ● Being unkind ● Swearing ● Defiance ● Name calling ● Unacceptable standard of work through lack of effort ● Spitting	Discussion with SENCo/HoS Evaluate strategies from Level 1 Restorative discussions to repair relationships Child is moved to sit elsewhere in the classroom Time out space created Miss playtime or lunchtime Meeting held with parents / carers
Level 3 ● Repeating above after strategies put in place ● Biting ● Safety is a concern ● Ignoring adults ● Answering back to an adult ● Disrespectful behaviour ● Throwing food, stones, equipment ● Unsafe behaviour that could injure themselves or others	Discussion with SENCo/HoS Evaluate strategies from Level 2 Restorative discussions to repair relationships Child is sent to another class for one session Removal of attendance of special events (e.g. trips/sports matches/sports clubs) Meeting held with parents / carers Internal or external suspension
Level 4 ● Repeating above after strategies put in place ● Safety is a concern ● Stealing ● Violent behaviour ● Fighting, ● Physical attack ● Damaging property ● Hate Incidents	Strategies developed with support of HoS, SENCo Evaluate strategies from Level 3 Restorative discussions to repair relationships Team Around the Child Meeting Meeting held with parents / carers Individual Behaviour Support Plan is devised to reflect upon triggers and implemented Lunchtime missed External support requested

• Bullying • Child on Child Abuse • Racism or Homophobia • Absconding	Internal or external suspension Permanent Exclusion

If the boundaries do not lead to behaviour modification, the following may be implemented:

- Regular discussion with parents and/or communication via a home school-book or e mail.
- Incidences of poor behaviour will be regularly logged to identify patterns and trigger-points.
- Therapeutic Thinking procedures implemented: Eg risk assessment, identifying trigger/stress points.
- Implementation of a Behaviour Support Plan (agreed with parents and member of SLT).
- Removal of privilege (eg use of play equipment/resources, class trip, monitor job, play leader).
- Exclusion from the right to represent the school (eg School Councillor, sports/quiz teams).
- In-school suspension for a set period of time (eg an afternoon working away from the class).
- Formal suspension from school for a fixed period of time followed by a re-integration plan (eg a reduced timetable to assist re-integration).
- Permanent exclusion from school.

The headteacher (or in absence, a member of SLT instructed by the headteacher) can invoke the formal exclusion process and the Governors have determined that the school will follow Hertfordshire County Council Exclusion Guidance. This Guidance is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE)2, "*Exclusion from maintained schools, Academies and Pupil Referral Units in England*"

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

Responding to misbehaviour from pupils with SEND

Dysregulation vs misbehaviour

In addition to lessons which are well paced, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support.

Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEN (Special Educational Needs) policy, and the school will work to a staged intervention process to build a support system around a child's needs.

The senior leadership team will work in a proactive manner and hold regular meetings for all classes, in order to review all pupils' progress in relation to their academic achievement and personal and emotional wellbeing.

All pupils, including those with special educational needs and disabilities (SEND), are expected to follow the rules and guidelines. It is the school's responsibility to make reasonable adjustments where possible to ensure that having SEND does not exempt a pupil from adhering to the expected standards of behaviour. It is the responsibility of the pupil to access strategies that have been agreed in the event of them becoming dysregulated. We will always be inclusive and provide appropriate support and accommodations for students with SEND, while also holding them accountable for their actions. This approach ensures that all students are treated fairly and equally, while still maintaining a safe and respectful learning environment for everyone.

The following strategies may be used to support pupils at risk of displaying behaviour that signals disengagement with learning and sustaining positive relationships with their peers:

- Early home/school contact and working in partnership with the pupil's family and other key professionals
- The pupil's class teacher may set appropriate targets in discussion with the pupil and/or their family
- Referral to other professionals as part of an intervention described on a PPM or support plan
- The pupil may move to additional support and receive extra one to one support from school staff or outside agencies through a support plan
- The pupil may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff/external consultant advisory support
- Pupil may be involved in setting up a personalised flexible learning programme that meets his or her specific learning needs.
- Individualised timetable which may include reduced hours.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include: Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014) If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of dysregulation to prevent misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

BULLYING, UNACCEPTABLE AND POOR BEHAVIOUR

It is important to be clear about the difference between bullying and children not getting on together. Our policy is aligned with the DfE definition of bullying:

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf).
Bullying behaviour generally involves an imbalance of 'power' between perpetrator(s) and target(s). This can result in intimidation or isolation of the target(s).

Bullying behaviour can be motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or family circumstances. It might be motivated by actual or perceived differences. Unacceptable behaviour at Hartsbourne (bullying or otherwise) will include any of the following (in no particular order):

- Cyber or social media bullying, any inappropriate and/or mis-use of technology and ICT.
- Deliberate disobedience/defiance towards an adult, refusal to follow the school expectations.
- Emotional: tormenting, being unfriendly, excluding, threatening gestures.
- Unfavourable, negative comments, gestures or actions relating to disability or SEN.
- Foul and/or strong language and swearing and/or making unkind remarks.

- Homophobic remarks, insults, verbal name-calling.
- Inappropriate physical contact or sexually abusive comments.
- Joining gangs inciting others to 'gang up' on individuals or groups.
- Physical violence including hitting, punching, kicking, pushing, biting, spitting.
- Religious intolerance, racist and sexist comments/ taunts, gestures (written or spoken).
- Running away, leaving the classroom/school premises without permission.
- Stealing, damaging and defacing property.

Stopping violence and ensuring immediate physical safety will be our first priority and for these reasons staff will work with both perpetrators and targets to improve attitudes and relationships.

Examples of behaviour that **may not** constitute bullying:
- Rough play / play fighting, accidental injury, teasing that stops when corrected.
- Falling out with friends (once, or more than once).
- Loss of temper during playtime games and one-off arguments.

Whilst we recognise that sometimes pupils can feel hurt or upset when these things have occurred, it is also an important part of children's development to learn how to deal with and develop the necessary social skills and resilience to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed in accordance with our policies.

Possible signs that a child is being bullied might include:
- Sudden changes in behaviour (aggressive/tearful/clingy), avoiding eye contact.
- Deterioration of work, poor concentration, inexplicable tummy-aches, feeling unwell.
- Increase in anxiety about going to school, reluctance to go out at playtime or break.
- Uncharacteristic desire to be with an adult.
- An unexplained injury, bruises, marks.
- Repeated loss of or damaged personal property.

CYBER-BULLYING (IN OR OUT OF SCHOOL)

At Hartsbourne Primary School, we take cyber-bullying as seriously as all other types and will deal with each situation individually and in partnership with parents as appropriate. Some of the more common types of cyber bullying might be:

Text/social media/instant messages: threatening, abusive or causing distress and discomfort.
Pictures / video-clips: images sent to others to make the victim feel threatened or embarrassed.
Phone calls: silent calls, abusive messages or spreading malicious rumours.
E-mails: threatening or bullying emails, sent using a pseudonym or somebody else's name.
Bullying via websites/social media: use of defamatory blogs/vlogs, websites and social media.

Any incidents of bullying or cyberbullying will be recorded on CPOMs under the relevant categories.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Prohibited Items

The school considers certain items to be strictly prohibited, including (but not limited to) weapons or weapon-like objects, sharp implements, items intended to cause harm, illegal substances, vaping equipment, fireworks or explosives, and any item that could reasonably be considered dangerous within a primary school setting. Should a child be found to have brought any such item into school, the response and subsequent consequences will be proportionate to the specific circumstances and managed in line with our existing procedures for addressing threatening or violent behaviour, ensuring that the safety and wellbeing of all pupils and staff remains paramount. The intention behind bringing the object to school is of paramount importance and will dictate our response, as whilst our first responsibility is to ensure that children are safe, we also have a responsibility to educate children about what it is and isn't appropriate to bring to school, and what the 'real-world' consequences for carrying such items may be. In line with DfE guidance, we retain the right to search pupils or their belongings without consent if we have reasonable grounds to suspect they may be in possession of a prohibited item, and will avail ourselves of that right where necessary.

ROLES AND RESPONSIBILITIES

Pupils
It is always the responsibility of pupils to make good choices with adults and pupils in school. This will lead to pupils 'owning their own behaviour' and maintaining good relationships.

Class Teachers and Teaching Assistants
All staff in our school will have high expectations of the children's behaviour. A key priority is to prevent escalation and reward and praise good choices in order to reinforce good behaviour and positive relationships – 'catching' pupils behaving well is vital (public praise, private censure). Specific responsibilities of staff are to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Consistently follow and implement our policies, behaviour system and behaviour guidelines.
- Be a positive role model and treat each child fairly, with respect and understanding.
- Record significant or repeated incidents of poor behaviour.
- Seek help and advice from colleagues, parents and external agencies.
- Report to parents about their child's behaviour, attitude and relationships.
- Ensure children are offered closure and a 'fresh start' after an incident.
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Head of School
It is the responsibility of the Head of School (with the support of the Executive Headteacher) to:

- Consistently implement the policy and set the standards of behaviour throughout the school.

- Ensure appropriate training opportunities are identified and implemented.
- Report to governors on the effectiveness of training and health, safety and welfare of pupils.
- Maintain a record of all reported serious incidents of misbehaviour including suspensions.

There may be occasions when a suspension from school is seen to be the only step forward; in which case the school will follow DfE and local authority guidelines.

Governors
The Governing Body has designated a Governor to link with the school for monitoring of safeguarding. Governors will respond to any formal complaint from a parent / carer in line with our Care and Complaints Policy.

Parents and Home-School Liaison
Our relationship with parents and carers is fundamental to the success of our Policy and we will establish a welcoming ethos and encourage parents to come into school. The sequence of parental involvement:

- Parents are invited to discuss incident(s) with the class teacher.
- All class meeting/behaviour records will be up to date and used to support this meeting(s).
- Strategies will be agreed and a method of reporting back to parents established.
- The child is made aware of strategies and the report to parents.

We Would Like Parents to:

- Reinforce the school expectations at home through discussion and support.
- Empower their child to report incidents **in school** as soon as they happen.
- Support the school's decision to impose consequences.
- Keep us informed of behaviour difficulties at home or any trauma that may affect their child's performance or behaviour at school eg: separation of parents or bereavement.
- Inform the class teacher quickly if they are concerned about bullying and the Head if they are not satisfied with the response.

TRAINING AND CPD
All staff will receive training through induction, INSET, staff meetings, external agencies and the Therapeutic Thinking programme.

HERTFORDSHIRE COUNTY COUNCIL EXCLUSION GUIDANCE

The Government supports Head Teachers in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion and should have a strategy for reintegrating pupils that return to school following a fixed period exclusion.

Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of

£4,000. This payment will go to the local authority towards the costs of providing alternative provision.

All parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.