



Hook CE Primary School

School Rules/Charter

We believe our school should be a place where:

1. Everyone shows care and respect for one another;
2. We are grateful for the kindness we show to each other;
3. We celebrate our differences and encourage one another to shine;
4. We know it is important to have a calm and quiet environment to learn in;
5. Everyone should behave safely in school and on the playground;
6. We look after our equipment and keep our school tidy;
7. We like to show that we have good manners;
8. We make sure we don't hurt one another either physically or mentally;
9. We understand how important it is to be honest
10. We use our listening skills to show we respect what people say;
11. We think carefully before we use our words and always use appropriate language;
12. We try to be good role models and help those who need our help.
13. We are enthusiastic in our work and play.
14. We are proud of ourselves, each other and our school.

Class Rules/Charter

Each class will have its own class charter which the class create and agree on together. The Rules/Charter will be in line with the School Rules/Charter, Ethos and Vision Statement.

Playground Rules

Each year the School Council create a list of Playground rules that are displayed around school.

Rewards

There are numerous rewards available to children:

- Whole school merit reward system - for examples of exceptional achievement In all areas of school life.
- Immediate praise
- Team points
- Teachers may have their own class rewards such as table points, marbles in a jar. etc
- Stamps and Stickers
- Showing another teacher good work
- Praise and Awards Certificates
- Special privileges
- Extra break times



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Unacceptable behaviour

Low-level

We understand that through normal development, children may misbehave. The following sanctions may be chosen as an appropriate consequence for their actions:

- A reminder given on what is expected. The School or Class Charter should be referred to.
- A restorative discussion about what led to the event and what should have happened. Where more than one party is involved, e.g. in the event of a conflict between two children, both parties should be involved in the discussion with a resolution agreed upon.
- Children may be asked to write a letter of apology or to apologise in person as part of the restorative process.
- Children may miss part of break and/or lunchtime or whole breaks for repeated misbehaviour. Children must be supervised by an adult during this time.
- Removal to a partner class or internal exclusion for a set amount of time with work to complete.
- Children may lose privileges that are not curriculum related.
- Children may be asked to do jobs appropriate to the poor behaviour e.g. removing graffiti.
- Children may be asked to pay for items where malicious damage was done either to the school property or another child's property.

Sanctions

When disruptive behaviour does not improve or is serious in nature (see below) the subsequent steps will be followed:

1. Parents will be informed and may be asked to come in to meet regarding the child's behaviour. This will be recorded in the Red Book kept in the Headteacher's office.
2. If profoundly disruptive behaviour does not stop, children will be excluded for a minor fixed period (one or two days.)
3. If disruptive behaviour persists the child will be recommended for exclusion for a fixed period (up to 5 days) or an indefinite period.
4. If the child will not end such behaviour, they will be recommended for a permanent exclusion
*Steps 2, 3 and 4 will only be undertaken in consultation with the Chair of Governors and the child's parents.

At Hook CE Primary we teach the children that unacceptable behaviour includes:

- Violence
- Threatening Behaviour
- Deliberate Disobedience
- Persistent Disruption of Learning
- Discrimination
- Deliberate Vandalism of School Property
- Use of Inappropriate Language

Positive Handling

The list of those who have undertaken positive handling training is kept in the Headteacher's office and is reviewed regularly.

Record Keeping

General Record Keeping

Low level incidents will not be formally recorded unless it is in the best interests of supporting the child e.g. if regular low level behaviours emerge and a pattern of behaviour is being investigated. This will be kept on the child's records. Any behaviour that is deemed more serious is recorded in the Red Book for their class. These are kept in the Head Teacher's office. Parents will be informed if their child enters the red book.

Bullying

Incidents of bullying are reported to the Head Teacher by the member of staff who this is reported to. This involves completing a form to detail the incident(s). The forms are received by the Head who will support the member of staff in delivering the correct sanction to the child. Parents are informed (both the victim and the perpetrator). The incident is added to the Racial and Bullying log. This is then monitored by all parties involved with the child. Two - three weeks after the incident, the victim's parents are contacted to ensure that these incidents have not continued to occur.

Racist incidences

Incidents of a racial nature are reported to the Head Teacher by the member of staff who this is reported to or who witnesses the incident. This involves completing a form to detail the incident. The forms are received by the Head who will support the member of staff in dealing with the situation appropriately. Parents will be informed as necessary. The incident is added to the Racial and Bullying log. This is then monitored. Depending on the nature of the racial incident, sessions may be delivered to the child(ren) as required.