

Anti-Bullying

Our aim is to involve the whole school community in developing and promoting an ethos and culture of kindness. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel. Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone. All incidents of bullying, are reported to school staff, recorded and followed up. The headteacher keeps a record of all incidents. Each incident is handled individually once the problem and the children have been identified.

The Hive

The Hive is a designated support provision that forms part of our SRP that some children access to develop their learning, mental health or positive learning behaviours. Support staff deliver Hive sessions within their working week. During this time, they deliver targeted intervention to small groups or individuals. Children are referred to The Hive by their class teacher and there is a daily drop-in session that children can access independently. The Hive is available at break and lunchtimes.

Reflection Room

Our reflection room is open at lunchtimes to provide a safe space for children to self-regulate. Children who are missing privileges also use this space. The reflection room provides an opportunity for pupils to talk through and reflect on their behaviour choices.

Positive Attendance

Research has shown regular attendance and good punctuality are crucial factors in students achieving their full potential.

At Hensingham we celebrate attendance in many ways. On a weekly basis, children who have 100% attendance are entered into a raffle to win a voucher. The raffle is drawn at the end of each month.

Children with 100% attendance are awarded certificates at the end of each term.

If you require any support with your child's attendance, please contact Miss Bell, our Education Welfare Officer (EWO), who is available to assist you with any questions or concerns.

[Working together to improve school attendance \(applies from 19 August 2024\)](#)
(publishing.service.gov.uk)



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Hensingham Primary School Behaviour Information Leaflet



'Be the best you can be!'

RESPECT | RESILIENCE | RESPONSIBILITY
Be the best you can be!

**For visitors, parents
and carers**

Core Positive Learning Behaviour

Behaviour for learning across Hensingham Primary is based on our Trust agreed core values of:

- Respect
- Responsibility
- Resilience

Our positive learning behaviours link directly to these core values.

Respect

- Use good manners.
- Actively listen and respond positively.
- Value difference.

Responsibility

- Self-regulate.
- Attend, be on time and engage.
- Create a calm and organised environment.

Resilience

- Seek help and accept support.
- Have courage, encourage others.
- Learn from mistakes.

Behaviour Management System

Our whole school community uses the same, consistent approach to managing behaviour. This is based around a visual model which is displayed in each class.

Rainbow Reward

'Rainbow Rewards' recognises children who go above and beyond in learning or demonstrate excellent positive learning behaviours/outstanding effort.

Ready to Learn – Be the best you can be

'Ready to learn' is the set expectation for behaviour in class.

Remind - First warning

1st Low level disruption – non-verbal or one verbal prompt to give an opportunity to return to ready to learn.

Refresh – Level 1

2nd Low level disruption – verbal prompt to give an opportunity to return to ready to learn. Negative behaviour will be named.

Restore – Level 2

3rd low level disruption – Payback for named negative behaviour for example - loss of 5 minutes or all of playtime and restorative conversation with the class teacher or SEMH team.

Respond – Level 3

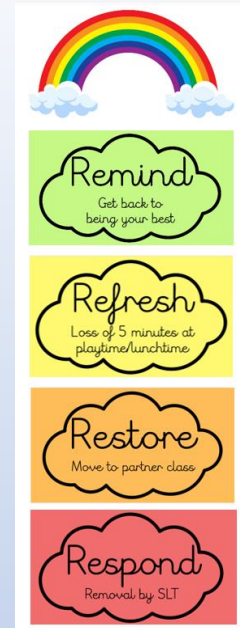
4th low level disruption – spend time in partner class, follow up meeting and restorative conversation with the class teacher or SEMH team on return and loss of break or lunchtime to spent in reflection with SLT.

Red level behaviour

Following repeated low-level disruption in class. SLT involved. Refer to behaviour flowchart for consequences and intervention. Parents contacted.

One Off Incidents

Refer to the flowchart for consequences and intervention. Parents contacted.



Behaviour Support

Where persistent red level or low-level behaviour continues the following will automatically occur.

- SEND Team to draw up a Behaviour Support Plan
- External Professional Support sought
- Regular parent/child behaviour support meetings held
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

In the case of persistent low-level behaviours, a clear plan will indicate when exclusions will be triggered. However, serious incidents can override and automatically trigger this action.