



PRIMARY AND FOUNDATION STAGE BEHAVIOUR AND ANTI BULLYING POLICY

**Lead: VP Primary & AP FS
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INTRODUCTION

The Behaviour Policy at Horizon International School is a statement of good practice that applies to all aspects of the Foundation Stage and Primary school and contributes to the development and maintenance of excellent behaviour and a positive ethos.

AY 2024-2025



A. PRINCIPLES & POLICY CONTEXT

Rationale

The Behaviour Policy at Horizon International School is a statement of good practice that applies to all aspects of the Foundation Stage and Primary school and contributes to the development and maintenance of excellent behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy, cooperation and mutual respect as basic but essential requirements when operating within the school or at any time representing the school or in the school uniform.

Aims

- To encourage adherence to an agreed set of principles of behaviour
- To support effective teaching and learning
- To contribute to a healthy school environment
- To provide a framework of support for teaching and non-teaching staff, pupils, parents and other members of the school community.

Purpose

- To provide a basis for a consistent whole-school approach to managing behaviour
- To provide clear guidance for staff regarding appropriate and acceptable practice
- To make staff fully aware of support mechanisms available to themselves and the pupils
- To ensure the maintenance of a positive and vibrant learning community
- To promote a culture of fairness and equality for all.

B. KEY EXPECTATIONS

Attitude to learning:

- Students are expected to work to the best of their ability at all times and behave in a respectful and polite manner towards others.

Equipment:

- Students should be prepared for lessons with all necessary equipment and books.

Corridors:

- Students should always walk inside the school building (no running) and keep conversations to a quiet voice (no shouting)
- Students should always be polite and courteous to other students, staff and visitors - Saying good morning/good afternoon and holding doors open are examples of this
- Students will keep right in corridors and the up/down directions on the stairs.

Mobile phones:

- Primary children are not permitted to have mobile phones in school.



Eating & Drinking:

- Always enter and leave eating areas calmly and sensibly
- Eating must only take place in designated eating areas (classrooms or the assembly hall). No food must be eaten in corridors or other non-designated areas- playground as well
- Within the designated eating areas all rubbish must be disposed of properly. All areas to be kept clear of rubbish and cleared after eating
- Water is permitted in and around school and within lessons at the teacher's discretion.
- Students' packed lunches must follow the schools healthy eating policy.

Attendance & Punctuality:

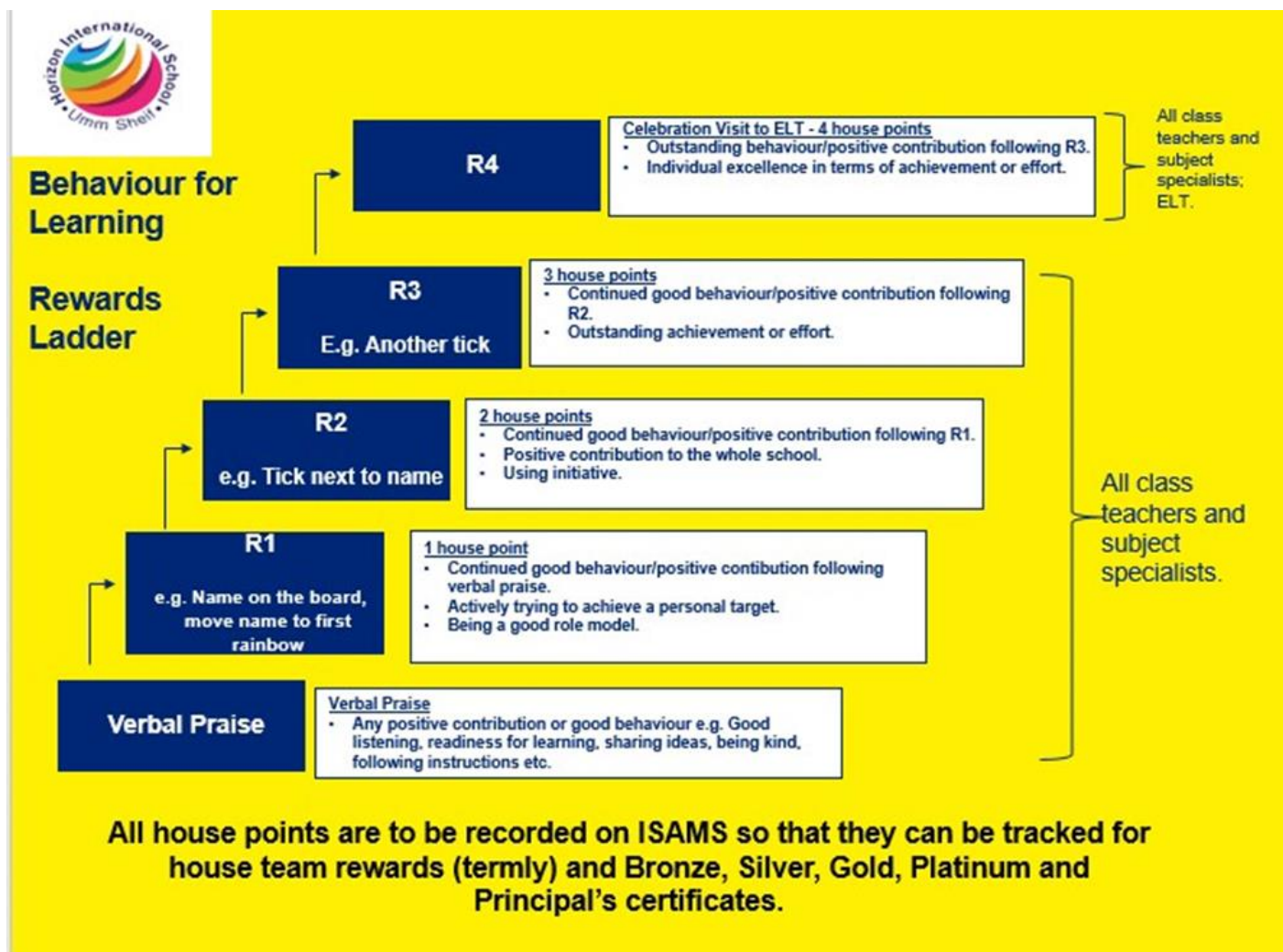
- Students in Primary can arrive in their classrooms from 7:30am. A student is marked late in the register by the class teacher after 8am and will report to the reception.
- Students in the Foundation Stage can arrive in their classrooms from 7.45am. A student is marked late in the register by the class teacher after 8am and will report to the reception.
- There is an expectation that students will attend school every school day in line with the published school calendar.
- If students are absent then the school must be notified via telephone before 8:00am on every day of absence.
- Attendance will be monitored and students falling below 96% will be identified by the pastoral team and appropriate intervention will be taken. Please see Horizon International School's Attendance and Punctuality Policy.
- In Primary, students with 100% attendance and punctuality will be awarded every term in the celebration assembly.

C. VALUES

In addition to the student code of conduct we uphold the following values which underpin all our actions in and around school;

- All members of the school community will respect others whatever their gender, religion, language, culture, ethnicity or abilities. Prejudice and discrimination have no place in Horizon International School
- We celebrate and demonstrate the school's vision, values and beliefs at all times
- We uphold the law and also have our own internal rules and procedures in order to maintain our ethos and protect the rights of all
- We listen to and respect other people's point of view even if we do not agree
- We solve disagreements without resorting to abuse, violence, hostility or the threat of violence
- We believe that courtesy, self-discipline and respect for the environment are essential to providing good working conditions in the school community
- We believe in keeping rules and regulations to a minimum; we operate a positive approach to behaviour and prefer to focus on what children should be doing, rather than what they should not be doing.
- We instil trust in our students and ask them to use common sense to make decisions independently.
- The Primary school has a formal rewards and consequence framework which gives details of the internal rewards and consequences that can be applied. These can be applied by any member of HIS staff based on the consequence and reward ladders.

D. REWARDS LADDER



Key Stage 1

Verbal:

Students who show positive examples in class which warrant praise from the teacher or their peers. This could come in the form of responding well to questions, helping staff or students, consistent high levels of effort and for positive examples of good conduct in and around school.

R1:

When students receive an R1, the teacher feels that the student's work/effort/attitude is worthy of receiving this acknowledgement and recognition. Achieving consistent praise, an outstanding piece of class/homework, effectively responding to and actioning feedback or being a good role model/leader are all examples of what R1 may be awarded for.



R2:

Students may receive a R2 for the following reasons:

- Continuous outstanding work or effort following R1
- Achievements within school events
- Positive contribution to the year group/school
- Using their initiative.

R3:

Students may receive a R3 for:

- Continuous and consistent outstanding work, behaviour or effort following R2.
- 100% attendance/punctuality for the term
- Individual excellence

Key Stage 2

Verbal:

Students who show positive examples in class which warrant praise from the teacher or their peers. This could come in the form of responding well to questions, helping staff or students, consistent high levels of effort and for positive examples of good conduct in and around school.

R1:

When students receive an R1, the teacher may feel that the student's work/effort/attitude is worthy of receiving a house point. Achieving consistent praise, an outstanding piece of class/homework, effectively responding to and actioning feedback or being a good role model/leader are all examples of what a house point may be awarded for:

- Students collect house points and add them to the tally in their classrooms
- Class teachers will collect the house points and update these on iSams on a two-weekly basis

R2:

Students may receive a R2, which is the equivalent of 2 house points, for the following reasons:

- Continuous outstanding work or effort following R1
- Achievements within school events
- Positive contribution to the year group/school
- Using their initiative.

R3:

Students may receive a R3, which is the equivalent of 3 house points, for the following reasons:

- Continuous and consistent outstanding work, behaviour or effort following R2.

R4:

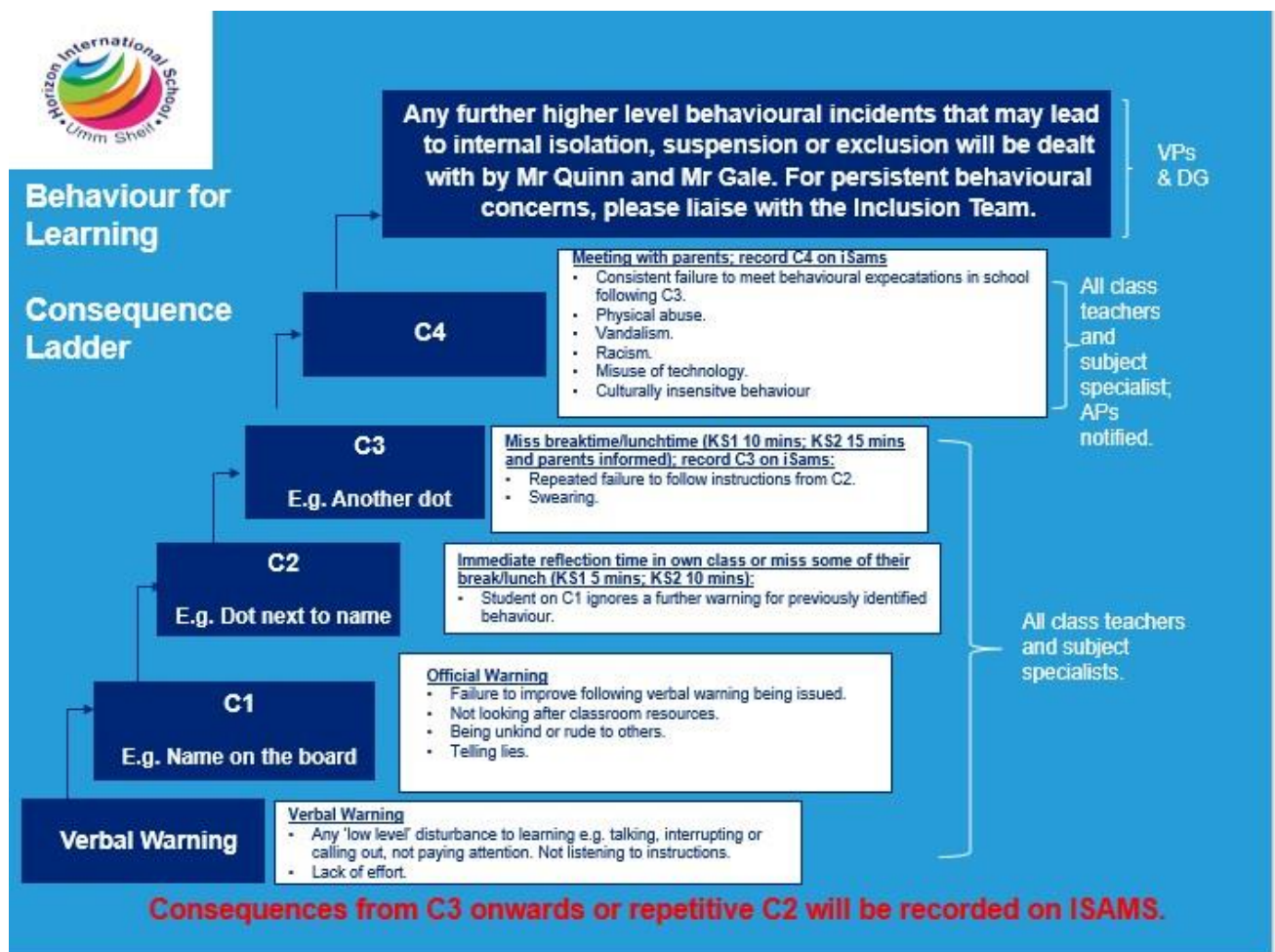
Students who reach R4 will receive 4 house points. An achievement of R4 is recognised and celebrated by ELT and parents will be contacted to celebrate this achievement via email or phone. Below are some examples of where students may receive a R4:

- Outstanding behaviour, work or effort following R3
- 100% attendance/punctuality for the term
- Individual excellence

During the year, students will continually receive house points and these will be updated on iSams to contribute to house team totals. Students will be rewarded with bronze, silver, gold, platinum and The Principal's certificates for 25, 50, 75, 100 and 150 house points. Winning house teams across Key Stage 2 and the secondary school receive a termly reward such as a movie afternoon.

E. CONSEQUENCE LADDER

Consequence ladders are displayed in classrooms appropriate to the age of the students.





Verbal Warning

Managing behaviour in the classroom is the responsibility of the teaching member of staff in the first instance. When moving around school during change over periods and at break, lunch and after school times it is the responsibility of the teaching staff/duty staff to supervise and maintain high standards of behaviour at all times. This stage is for low level disruption and work related issues.

- Students should be made aware of the issue, expected outcomes and what the implications will be if
- expectations are not met
- It must be communicated and made clear to the student that a verbal warning has been given before moving to the next stage.

Consequence 1

- A student is given a C1 if they fail to meet the expected standards within the lesson or around school and have already been given a verbal warning.
- It must be communicated and made clear to the student that a C1 has been given before moving to the next stage.
- The teacher may wish to consider or use the following to prevent continued negative behaviour for learning:
 - ❖ Change Seating Plan
 - ❖ Acknowledge and reward good behaviour choices
 - ❖ Remind students about classroom expectations

Consequence 2:

If a student continues to fall below the expected level of behaviour a C2 will be issued. It is recommended in this policy the consequences for receiving a C2 will be reflection time either within the student's classroom, another classroom or during their break or lunch (5 mins in KS1; 10 mins in KS2). C2 is not recorded on a student's record on iSams, unless there is a repetitive pattern of C2 behaviour.

Consequence 3:

Persistent disruption will see a student move to a C3 and it should be implicitly clear to the student that they have done something that falls considerably below the expected level of behaviour and performance. This will be recorded as a C3 on iSams. The consequence of a C3 is that the student will miss 10 mins (KS1)/15 mins (KS2) of their break or lunchtime to reflect upon their behaviour. Parents will also be informed of their child's behaviour if they receive a C3.

Consequence 4:

At this stage, a student has consistently failed to meet behaviour expectations and has ignored previous warnings given on the Consequence Ladder. Alternatively, a C4 is issued for serious behaviours such as physical abuse, vandalism or racism. The parent will be invited to meet the class teacher and progress leader/assistant principal to discuss the behaviour and required improvements. Students at this level may be placed on a behaviour log at this point. If no noticeable improvement is observed, then student may be issued with an internal isolation, suspension or fixed-term exclusion.



Beyond C4

At this stage, a student has failed to make the required and agreed improvements, resulting from the earlier stages of action outlined. If a student shows a serious or continued violation of the school's behaviour expectations, then the Head of Primary/Principal may issue a fixed-term suspension. If needed at this stage, the Head of Primary/Principal may take the decision to consult the KHDA for further action. In each case, students have a right to appeal against decisions that are taken.

If the student continues to fail in meeting the expected behaviour procedures, they may be permanently excluded. This will only happen in extreme cases and the school will endeavour to put in place preventative measures to ensure the wellbeing of the student.



Foundation Stage

▪ **Thinking Time in Class – 3 mins/ 5 mins**

A student is given thinking space in class if they fail to meet the expected standards within the lesson or around school and have already been given a verbal warning.

It must be communicated and made clear to the student that thinking time has been given for a specific reason. The teacher may wish to consider or use the following to prevent continued negative behaviour for learning:

- ❖ Change Seating Plan
- ❖ Acknowledge and reward good behaviour choices
- ❖ Remind students about classroom expectations

▪ **Thinking Time in Buddy Class - 3 mins/ 5 mins – email home from child's Class Teacher.**

If a student continues to fall below the expected level of behaviour buddy class thinking time will be issued.

▪ **Thinking Time with Head of Foundation (HoF) - 3 mins/ 5 mins timer – email home from Mrs Cregan.** Persistent disruption will see a student move to thinking time with the HoF and it should be implicitly clear to the student that they have done something that falls considerably below the expected level of behaviour and performance.

If a student shows a serious or continued violation of the school's behaviour expectations, then the Head of Primary/Principal may issue a fixed-term suspension. If needed at this stage, the Head of Primary/Principal may take the decision to consult the KHDA for further action. In each case, students have a right to appeal against decisions that are taken.

If the student continues to fail in meeting the expected behaviour procedures, they may be permanently excluded. This will only happen in extreme cases and the school will endeavour to put in place preventative measures to ensure the wellbeing of the student.

F. KEY PROTOCOLS

- Protecting the rights and interests of all parties;
- Students in Primary will read and sign a class contract, which defines the Key Expectations of the School
- Foundation Stage will create a class contract which they will all actively participate in and agree to
- Disciplinary measures are based on evidence - not hearsay
- We will always listen to everyone's point of view
- Records will be kept and may inform any reference that the school is asked to provide
- Parents may be required to attend a meeting to discuss next steps regarding their child's behaviour if it is consistently a concern
- The school reserves the right to refuse enrolment or set conditions for enrolment based on references from previous schools
- Fixed term suspensions or exclusions will be actioned by the Principal or Head of Primary if a student's behaviour is consistently concerning (beyond C4) or if a serious incident occurs. These would be issued to ensure the best interests of all students within the school.



- Parents have the right to discuss any queries or concerns about the management of their child's behaviour. If parents are unsatisfied with the management of their child's behaviour, they are advised to discuss the behaviour and consequences with the class teacher, Progress Leader or Assistant Principal.

G. ANTI-BULLYING

At Horizon International School, we are committed to creating a warm, caring and safe environment for all of our students. We take allegations of bullying very seriously. We are a school that explicitly teaches kindness, respect and tolerance. We celebrate our core values each month to ensure that these are always at the forefront of our students' minds. Additionally, we have a comprehensive Moral Education Programme which is taught every week and enables learners to reflect on what it means to have strong character and morality.

Incidents of bullying are very rare at HIS, although we do acknowledge that they occur occasionally. We understand that children do fall out with each other from time to time and this is all part of building friendships. This is very different from bullying and our staff have regular dialogue with all students so that they are equipped to recognise the difference between a regular falling out with a friend to a more serious incident of bullying. We have an annual 'anti-bullying week' which brings the issues surrounding bullying into the forefront. However, for us, every week is an anti-bullying and pro-kindness week as we regularly celebrate acts of kindness around school.

When a student does have a concern about bullying, they should always speak to their teacher. This might be because they are being bullied themselves, or because they are concerned about a friend being bullied.

All members of the school community have a collective responsibility to recognise bullying when it occurs and take appropriate action in accordance with this policy. This will happen through the following means:

- The school has an anti-bullying policy in place
- All staff (academic and non-academic), students and parents will have a secure understanding of what bullying is.
- Annual safeguarding and behaviour management training takes place to ensure that all staff are able to deal with incidents of bullying
- The positive behaviour and anti-bullying policy is published on the school website for all stakeholders to see
- Whole school initiatives and pro-active teaching opportunities will be utilised throughout the school to reduce the opportunities for bullying to occur and to positively celebrate our whole-school values.
- A positive and caring ethos is tangible throughout the school where everybody can work, play and express themselves without the fear of being bullied.

What is bullying?

There is not one definition of bullying but it is usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups for example due to their race, religion, or something that makes them different from the majority of others (UK Government Website, gov.uk, 2020)



Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Although we understand that these incidents can cause distress, they are not defined as bullying.

Procedures for reporting and responding to incidents of bullying:

All staff will respond calmly and consistently to all allegations and incidents of bullying at Horizon International School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. Staff will attempt to adopt a restorative justice approach, using a structured conversation
6. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
7. Staff will reinforce to the bully that their behaviour is unacceptable.
8. The bully (bullies) will be made to understand the impact of their behaviour, will be asked to genuinely apologise and will receive a consequence at the discretion of the staff involved and in conjunction with the positive behaviour policy. It is likely that the consequence will be automatically escalated to a C3 or a C4.
9. If possible, the pupils will be reconciled.
10. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
11. In cases of serious bullying, the incidents will be escalated to the Vice Principal.
12. Parents will also be informed and will be invited to come into school for a meeting to discuss the problem.
13. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

H. QUALITY ASSURANCE

The Head of Primary and Assistant Principals of Primary and Foundation will regularly review student conduct and behaviour around school and in lessons.

The school will regularly review the behaviour and anti-bullying policy to ensure that it incorporates the latest best practice and research.