

# Welwyn St Mary's Church of England Primary School

## Behaviour Policy (including Anti-Bullying Policy) Revised May 2014

At Welwyn St Mary's Primary School, we are committed to providing the best educational experiences for our pupils and to the pursuit of excellence in all aspects of our life and work. We aim to create a caring environment where our pupils feel valued and develop a lifelong love of learning. Our Christian values underpin every aspect of our school life and our intention is to encourage each of our pupils to develop and express their spiritual capabilities to the full. Each member of the school community is respected and encouraged to work and worship together in an atmosphere of security, trust and co-operation.

To support our aims and ethos, it is essential that our pupils attend school regularly, are motivated to learn and behave well. The Behaviour Policy establishes the agreed ways in which all members of the school community will contribute to the learning environment and the values our school upholds.

### AIMS

- to value and appreciate one another irrespective of age, gender or race and to acknowledge that everyone has a part to play within our school community
- to enable children to develop a sense of self worth
- to develop self-discipline and the ability to work co-operatively
- to produce an environment in which children feel safe, secure and respected
- to ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school aims and ethos.

### OBJECTIVES

- to develop self-confidence and self-esteem, showing pride in our achievements and in our school
- to form and maintain effective and worthwhile relationships
- to show sensitivity and consideration for others and work for the common good
- to develop a sense of fairness and an understanding of the need for rules
- to develop a respect and tolerance for other ways of life and different opinions through developing an understanding and appreciation of diversity
- to develop responsibility for our learning and our environment

## **EQUAL OPPORTUNITIES AND INCLUSION**

At Welwyn St. Mary's, we are committed to supporting the achievement of every person in the school, enabling them to fulfil their potential and to develop as learners with self respect. We realise that certain social divisions and prejudices act as obstacles to achieving that goal. We are committed to challenging any discrimination and being fair to all irrespective of their nationality, race, class, age, gender, academic status or disability and all protected characteristics: -

- Age.
- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This commitment is evident in the school SEN policy and our resources and teaching strategies for the school are founded on the school equality scheme. For example, texts show positive images of characters from a range of different backgrounds.

## **SCHOOL CODE OF CONDUCT**

The school code of conduct, devised with the children, summarises the type of behaviour we all wish and expect to see at Welwyn St Mary's:

**We are kind, helpful and polite to everyone in school.**

- We treat others with respect and think about their feelings.
- We offer to help others when they need it.
- We share and help each other.
- We are polite to each other and show understanding.
- We always say please, thank you and sorry.
- We do as we are asked.

**We always listen carefully and do our best.**

- We work quietly.
- We take a pride in everything we do.

- We concentrate and let others concentrate too.
- We put our hands up and listen to others.
- We take responsibility for our own learning.

**We respect and look after our own, other people's and school property.**

- We keep the classroom and school tidy.
- We take care of other people's things as well as our own.
- We always put things back where they belong.

**We behave in a safe way in the classroom and around the school.**

- We walk in the classroom and corridors.
- We keep the classroom safe for all of us.

**As a Church of England school, our values are rooted in the Christian faith and underpin every aspect of our school life.**

**These values are encouraged by everyone at St Mary's:**

- telling the truth
  - keeping promises
  - respecting the rights and property of others
  - acting considerately towards others
  - helping those less fortunate and weaker than ourselves
  - taking personal responsibility for our actions
  - practising self-discipline
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- **These types of behaviour are rejected by everyone at St Mary's:**
  - Bullying (including homophobia)
  - dishonesty
  - deceitfulness
  - cruelty
  - irresponsibility
  - racism

The code of conduct is displayed in the entrance hall. We use a traffic light behaviour system which supports children to understand their behaviour and reflect upon it when needed.

At the beginning of each school year, the new class and teacher discuss how the school code of conduct and traffic light system can be applied in their own classroom.

The class code or rules for behaviour are agreed and displayed as part of the traffic light system in the room as a reminder to all.

## Traffic Light behaviour System

### The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who are regularly following the rules are noticed and rewarded

### The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Teaching of specific behaviours and routines

### Positive choices:

All pupils have their name on the 'Stay on Green' display in their classroom.

All pupils start the day on green.

Extra rewards for children can be decided within you year group or classes.

Examples - Golden time for all, small group rewards, half termly class rewards

### Negative choices

If pupils make negative choices about their behaviour, their name will move from 'green' to 'yellow' or 'red'.

If children move to 'yellow' they will be reminded to go back to green, given time out if needed, if behaviour continues they move to red for time out and reflection.

If children move to 'red', they have time out and miss some playtime and golden time.

If a child has been on red 3 or more times in a week a member of Senior Leadership Team will be informed and speak to them and their parents and support be put in place if needed.

## HOW GOOD BEHAVIOUR IS ENCOURAGED

### Staff

All staff:

- will treat individuals equally, irrespective of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- will play an active part in building up a sense of community and will apply consistently our agreed standards of behaviour
- have a responsibility to model and to demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour

- are alert to signs of bullying, will deal firmly with it and will alert other staff to such problems
- will make criticisms positive
- will deal sensitively with individuals, according to their particular needs
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each others' needs and difficulties

### Children:

- Children's achievements, academic, behavioural, or otherwise will be recognised. Circle time is used to celebrate individual class members
- Rewards will be accessible to all children
- Our assemblies will be used as an opportunity to acknowledge achievement and effort by the children in every area and to foster a sense of community
- Children will be encouraged to share their achievements with others: staff, including the headteacher, parents and other children
- Children's work is valued and is displayed in the classrooms and around the school

### **Rewards**

At Welwyn St Mary's School emphasis is placed whenever possible on promoting desirable behaviour in positive ways. This is reinforced through the traffic light system for behaviour that is used across the school (see appendix).

When giving rewards to children we make it clear why we are rewarding: to make the child properly aware and to send signals to other children. Effective praise acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation.

Rewards we give include:

**Praise**            Verbal and non-verbal including approving looks, smiles, nods  
                          Private praise  
                          Public praise - in class and in assemblies

**Golden time** This is part of the whole school traffic light system, it happens on Friday.

**House points** can be awarded to individuals, groups and classes for behaviour and achievements.

**Achievement** is at times recognised by awarding appropriate classroom or school responsibility.

**Particularly good work** is recognised by showing to other teachers, the headteacher and in school assemblies.

**Stars and Stickers** - individual staff have their own schemes for rewarding good work and behaviour in their classrooms. These awards reinforce personal acknowledgement for positive efforts.

### **Badge Awards**

We have a formal scheme for rewarding achievement, effort and kindness. Badges printed with the initial letter of the particular award are presented in class by the teacher at the end of every week. In addition, mid day supervisory staff award badges in recognition of exemplary behaviour in the dining room. The recipients are recognised and applauded in the Whole School Assembly on Friday afternoons. The children wear these badges for a week when they are returned to the class teacher in time for the next presentations. Children are encouraged to be involved in the allocation of badges.

### **Golden Book**

Outstanding achievement and effort is rewarded with the child's name being entered in the Golden Book.

## **HOW UNACCEPTABLE BEHAVIOUR IS DISCOURAGED**

Unacceptable behaviour is discouraged by everyone in the school community. Explaining the consequences of such behaviour is more important than discussing why an incident occurred. An explanation immediately after the incident may be sufficient, so the offender is urged to recognise the effects the action has had. Circle Time is a useful forum for discussion of our expectations of behaviour. Children are encouraged to talk openly about their feelings and their shared disappointment that the class rules or school code of conduct has been breached.

Incidents of racism and bullying are always unacceptable and are recorded in writing in the school office.

### **Sanctions**

For children who do not behave well a firm verbal reprimand will normally be sufficient to correct errant behaviour. If pupils make negative choices about their behaviour, their name will move from 'green' to 'yellow' or 'red'. If children move to 'yellow' they will be reminded to go back to green and given time out if needed. If the behaviour persists they will be moved to red for more time out, reflection and discussion with the adult. If children move to 'red', they have time out and miss some playtime and golden time.

If a child has been on red 3 or more times in a week a member of Senior Leadership Team will be informed and speak to them and their parents and support be put in place if needed. Please see appendix for a more detail.

### Examples of Yellow Behaviour -

Not following instructions;  
Persistent low level behaviour;  
Name calling;  
Throwing things;  
Shouting/calling out during teaching time;  
Moving around the classroom without permission;  
Talking when others are talking;  
Being rude to peers.

### Consequence for finishing the lesson on yellow

Time out in the lesson, if needed, to help them get back to green.

Miss 2 - 5 minutes of playtime

If they finish the day on yellow - child stays behind for discussion with class teacher so they can be back on green for the next day.

### Examples of Red Behaviour

Continuous low level persistent behaviour;  
Being rude to an adult;  
Walking out of class;  
Damaging other people's or school property;  
Rudeness/face pulling;  
Refusal to work;

### Immediate SLT and parental involvement

Being racist;  
Bullying;  
Fighting;  
Swearing;  
Stealing;  
Biting;  
Hurting others on purpose

### Consequence of Red behaviours

Time out and reflection sheet completed - discussed with class teacher.

Miss all or most of playtime/lunchtime on the fence, class teacher to hand over to MSA/Teacher on duty.

Miss some Golden time

3 reds in a week = SLT and parents informed

Depending on the individual, situation and circumstance more serious consequences such as internal or external exclusions may be considered.

In the event of a racist comment or incident the child will be given an internal exclusion in the first instance, depending on the nature of the comment and an external exclusion will follow if it happens again.

**Bullying** - see Appendix for Anti-Bullying Policy

## **Parents**

Our relationship with parents is particularly important in promoting the development of good behaviour. We keep parents informed about school activities through the monthly newsletter and they are encouraged to discuss any concerns with their child's teacher or the headteacher. We also keep parents informed regularly about their child's behaviour through reports, consultation meetings and informal contacts.

We ask parents:

To keep us informed of behaviour difficulties they may be experiencing at home

To inform us of any changes at home which may affect their child's performance or behaviour at school

To inform us of any health problems and any absences connected with them.

If behaviour problems persist, targets for improvement are agreed between teacher/child/parent and regular home-school contact is maintained, until there is an agreed improvement in behaviour.

Parents receive a copy of the school code of conduct when their child joins the school. We hope all parents feel confident to sign our home-school agreement which states the aim of parents and school to work in partnership. We expect parents to behave appropriately themselves on school premises. We will not accept any form of abuse to staff or pupil.

## **Agencies**

Full use is made of external support agencies.

## **Exclusions**

Pupils are excluded as per County policy. Individual Behaviour Plans (IBPs) will be used to support behaviour and Pastoral Support plans (PSPs) are put in place for pupils at risk of exclusion.

## **Ways in which we support children at Welwyn St Mary's**

- Yellow Banders
- Nuture Group
- Fix-it Friends

- Individual Behaviour Plans
- Pastoral Support Plans

### **Care of School Premises**

Everyone at Welwyn St Mary's School is responsible for the school premises. Both staff and children are encouraged to feel a sense of ownership for the school and its environment.

- Staff display children's work to a high standard
- The building is expected to be kept clean and tidy
- The grounds are expected to be kept litter free and the plants well maintained

### **Review of Policy**

Evaluation of the effectiveness of this policy will be continuous. Regular staff meetings and meetings of the headteacher with MSAs and classroom assistants aim to address staff concerns and highlight successes. Circle time and curriculum opportunities through PSE will involve pupils in sustaining, monitoring and evaluating policy effectiveness.

# Anti- bullying Policy

## **BULLYING WILL NOT BE TOLERATED AT WELWYN ST MARY'S.**

Incidents of bullying must be distinguished from random acts of aggression and from minor friendship disputes.

At Welwyn St. Mary's children, staff, governors and parents have agreed upon the following criteria to define bullying:

- Bullying is when an individual or group of children deliberately victimise others to cause pain and distress.
- Bullying is not an isolated incident, but a series of repeated, consistent attacks.
- Bullying can be:
  - **verbal** (name calling, teasing)
  - **physical** (pushing, hitting, kicking)
  - **psychological** (isolation from groups, hiding/taking belongings, manipulating)
  - **cyber bullying** (see ICT policy)
  - **homophobia**

Through our Behaviour Policy we aim to encourage, reinforce and praise positive behaviour, thus creating an ethos where bullying is seen as totally unacceptable. We believe prevention is better than cure and expect all members of St. Mary's to work together to create an environment where antisocial behaviour towards others is eradicated and where children have the confidence to be assertive.

Children are encouraged to tell an adult if they are worried or hurt by another child's actions towards them. Incidents of inappropriate behaviour at playtimes will be recorded by Midday supervisors. This will be brought to the attention of the child's class teacher and recorded as a class note. If continued then it will be logged in the school record book in the front office.

The nature of the bullying will dictate the handling of the situation. Should incidents, or suspected incidents of bullying occur, they may be dealt with in the following ways:

### **STAGE ONE**

- Relevant members of staff will be alerted; the headteacher, the class teachers of the children involved, midday supervisors, teaching assistants.
- The teacher talks with the child who has been bullied who is encouraged to talk freely about what has been happening and how he or she feels. The teacher asks the child if they would like it to stop and explains that for it to stop, the bully, and anyone

supporting the bully's actions, must be talked to about the effect his or her actions has had.

- At this stage it is important that the victim feels fully supported and will be supported to meet with the bully, knowing that he or she will be encouraged to identify ways in which they can resolve the issues themselves. Punishing the bully may initially stop the behaviour, but in the long-term the behaviour will be pushed underground. The bullies will see themselves as victims and will want to get their own back.
- The bully and any of his or her supporters are brought together. The teacher will sit next to the bullied child and explain to the other children why they have been summoned and exactly what effect their behaviour has had. They must share the responsibility to sort things right, and warned that if the bullying does not stop immediately, their parents will be called in. Each child will be asked how he or she intends to behave in future.
- The teacher then congratulates the children on how they are prepared to change and reassures the victim that things will be better. Before ending the meeting the teacher explains how he or she will meet them all at regular intervals over the next two weeks.
- All the children involved will be monitored by teaching staff, classroom assistants and midday supervisors who will report any incidents of bullying to the class teacher concerned.
- Both the bully and victim will be independently supported by a mentor in school.

## **STAGE TWO**

In many cases, the above approach will be sufficient to prevent repeat incidents. However, should the bullying persist, the following measures may be implemented as appropriate:

- The Headteacher will be asked to speak to the children concerned.
- Parents will be contacted to discuss the situation.
- The bully may have privileges withdrawn in order to enable them to control the behaviour e.g. taking time out from playtimes.
- The bully is placed on home-school report where their behaviour is monitored and reported upon frequently. Targets will be set with rewards for achievement.
- PSP in place and exclusion

# Appendix

## How to use the Traffic Light Behaviour system.

All children are on green.

When a child misbehaves they are given a verbal warning unless it is a serious 'red' behaviour. If behaviour continues they are moved to yellow and are reminded to change behaviour and have time out if needed to help them get back onto green.

If children finish a session on yellow they miss some of their playtime and discuss with class teacher how to get back to green. They go back to green after play/lunchtime.

If they do not make the right choices they are moved to red.

When a child is on red they have time out for reflection, complete a form and discuss with class teacher. They could also miss some playtime and/or the weekly golden time.

Red behaviours must be recorded in class folders - which will be inputted into a central system half termly.

## LUNCHTIMES and PLAYTIMES

If children are on yellow they miss 2/5 minutes of their playtime and then return back to green before they go outside.

### On the playground

Children will be given the same verbal warnings before being moved to yellow.

**Yellow behaviours** - time out on the fence up to 10 minutes (age dependant) and their name will be recorded.

**Red behaviours** - children will have time out for rest of play and given a red card to hand to teachers.

### **GREEN BEHAVIOURS**

Following the school code of conduct

Always doing your best;

Being polite and helpful;

Working well with others;

Respecting others;

Good listening - not talking when another person is talking;

Looking after equipment and school environment;

Sitting on chair or carpet properly;

### **YELLOW BEHAVIOURS**

Not following instructions;

Persistent low level behaviour;

Name calling;

Throwing things;

Shouting/calling out during teaching time;  
Moving around the classroom without permission;  
Talking when others are talking;  
Being rude to peers.

Children can 'get back to green' if they make the right choices, within a session, they can have time out if needed.

#### Consequence for finishing the lesson on yellow

Miss 2 - 5 minutes of playtime - child returns back to green once consequence is completed  
If they finish the day on yellow - child stays behind for discussion with class teacher so that they start the next day on green again.

#### RED BEHAVIOUR

Continuous low level persistent behaviour;  
Being rude to an adult;  
Walking out of class;  
Damaging other people's or school property;  
Rudeness/face pulling;  
Refusal to work.

*Once a discussion and consequence has happened the child can return back to green but the incident will still be recorded and time will be missed from Golden time.*

#### Immediate RED and SLT/Parents informed -

Being racist;  
Bullying;  
Fighting;  
Swearing;  
Stealing;  
Biting;  
Hurting others on purpose;

*Depending on the individual, situation and circumstance more serious consequences such as internal or external exclusions may be considered.*

*In the event of a racist comment or incident the child will be given an internal exclusion in the first instance, depending on the nature of the comment and an external exclusion will follow if it happens again.*

#### Consequence of Red behaviours

Time out and reflection sheet completed - discussed with class teacher.  
Miss all or most of playtime/lunchtime on the fence, class teacher to hand over to MSA/Teacher on duty.  
Miss some Golden time  
3 reds in a week = SLT and parents informed  
Red behaviour will be recorded on the pro forma attached and collated termly by SLT.

Ks1 - Red card = up to 7 minutes of Golden time missed - Teacher's discretion regarding age.  
Ks2 - Red card = up to 10 minutes of Golden time missed- Teacher's discretion regarding age.