Welwyn St Mary's Primary School

Believe and Achieve

Positive Behaviour Policy

Frequency of review (unless there are changes to legislation)	**Annually**
Author	**Stuart Whiteland – Headteacher Sam Branch – Assistant Headteacher/SENCo**
Reviewed by staff	**September 2026**
Approved by governors	**23rd September 2026**
Date of next review	**September 2027**

Our Vision – Believe and Achieve: 'With God, all things are possible' (Matthew 19:26)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (Chapter 19, verse 26 – "With God, all things are possible"). By this, we aspire that all members of our community will flourish and be inspired to **be the best that we can be** by believing in ourselves, each other and in the teachings of Jesus. Believing in ourselves will give us the confidence to succeed. Believing in each other will empower others to do their best and by following the teaching of Jesus shows that His teaching drives all aspects of school life.

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 each pupil believes in themselves and others. Our Christian values underpin every aspect of our school life and our intention is to encourage each of our pupils to develop, express and achieve their spiritual capabilities to the full. We believe that each member of the school community will be 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 believe that they can make choices to support a positive environment for all to learn and achieve. Our Positive 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.

The agreed approach to relationships and behaviour our school has adopted is based on the Positive Regard model. This is a relational approach that focuses on and places high importance on building relationships with each individual and demonstrating a kind and empathetic approach to managing emotions and behaviours yet maintaining firm and high expectations on acceptable behaviour in school. We believe that demonstrating Unconditional Positive Regard (UPR) for all children enhances our relationships with them and enables us to support children by following timely intervention and care to enable them, first, to **regulate**, then **relate** and, when able, finally **repair** situations, incidents and relationships.

Expectations

As a Church of England school, our values are embedded in the Christian faith and underpin every aspect of our school life. At the beginning of each school year, the new class and teacher discuss how the school expectations can be applied in their own classroom. These expectations, 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 always listen carefully and do our best.
We believe in ourselves and others and want to achieve to the best of our abilities.
We respect and look after our own, other people's and school property.
We behave in a safe way in the classroom and around the school.

Class expectations for behaviour are agreed together and displayed in the classroom at the beginning of the academic year and revisited regularly. These are reinforced, always scaffolded and modelled by all members of staff throughout the school day in all areas of school. It is also explicitly taught through our PSHCE curriculum including subjects such as discrimination and prejudice, and as part of our SRE curriculum, inappropriate behaviour (**including** sexual harassment and violence).

The school has developed a child friendly behaviour policy (see Appendix 9 at the end of this policy) to help simplify expectations for children, based on three main rules, which apply to and can be related to most situations, when promoting positive behaviour:

1) **Be Safe**
2) **Be Respectful**
3) **Aim High**

Teachers will use their professional judgements in relation to negative choices to low level 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*) and the consequences they feel are appropriate depending on the age and understanding of the child or children.

More serious negative choices which include showing disrespect, hurtful or harmful choices will be dealt with by the class teacher and in some cases a member of the Senior Leadership Team. There will be an investigation, including recording the event on either an incident form (appendix 5) or a reflection form, with the child (appendix 4) and a discussion regarding what happened and what could have been done differently, with a suitable consequence which will include making amends and asking for forgiveness.

Consequences for negative choices must either be protective or educational.

Protective consequences are actions to ensure no further harm occurs in the short term.

- Discussions with the class teacher and SLT
- Verbal and written apology depending on severity of incident
- Increased staff ratio, where applicable
- Limited access to outside space – alternative provision must be provided. Access to alternative playtimes and attending The Den at lunchtimes.
- Time spent in partner class
- Support in social situations
- Differentiated teaching space
- Internal exclusion
- Suspension
- Exclusion

Educational consequences are the learning, rehearsing or teaching so freedom can be returned.

- Time to Reflect to be completed and reviewed with a member of staff
- Verbal and written apology depending on severity of incident
- Completing tasks in ‘Catch up time’
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings, reconciliation and forgiveness

It is essential that there is always an educational consequence. We must be able to show how we have helped our pupils develop and achieve new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Children are supported by an adult with the educational consequences. These activities can be completed during ‘Catch Up’ time which can be playtimes/lunchtimes.

Celebrating Success

When pupils are engaged and learning we need to 'catch them getting it right' through specific praise, and celebration. Learners should also be made aware that their positive behaviour can be rewarding and brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates success in behaviour as well as in learning. Our other rewards include:

- **Public and private praise**
- **House points**
- **Achievements recognised by another member of staff. Achievements shared with parents.**
- **Individual and whole class agreed reward systems**
- **Celebration postcards**
- **Stickers and Headteacher's stickers**
- **Badges**
- **Golden Book and awards**

Promoting positive behaviour

At Welwyn St Mary's Primary School, we all place a high emphasis on positive behaviour. The behaviour and social development of our pupils is central to their ability to access and interact with the wider community, their continued development and the quality of their lives. Everyone who comes into the school - learners, parents, staff and visitors - has a responsibility for promoting positive behaviour by demonstrating clear Christian values and principles through;

- teaching right from wrong
- honesty
- respect for others
- getting on with people and establishing positive relationships
- internal-discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- praise
- being inclusive

We have developed non negotiables guidance for each of the different areas in school to ensure consistency for all children and adults, the areas that have been identified are classroom, hall, dining hall, gym and corridors. Please see Appendix 2.

External discipline may suppress anti-social behaviour, but long-term behavioural change comes from developing internal discipline. We believe, as per our vision, that children 'learn behaviour' and make positive behaviour choices through;

- Relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

Our behaviour approach covers a range of areas including conflict de-escalation, calm body language, debriefing and repairing. In line with the approach, the school follows several principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.

- Staff should help children and always try to reduce conflict, not do anything that may escalate it.
- The importance of using a calm stance and de-escalation strategies in a conflict situation.
- Recovery time should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident and an opportunity to repair.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property.
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

Planned Responses to Escalating Behaviours
When positive behaviour is not being demonstrated we believe, as per our vision, that it is essential to have a consistent approach that allows children to reflect upon their choices and take steps to make positive behaviour choices. Classrooms and areas of school have 'time to reflect' areas where children are given time to cool down and reflect. After this the children can repair and restore the situation.

Additional consequences

Some behaviours exhibited can be more challenging. Our response to harmful behaviour should be set in the context of Positive Regard's regulate, relate and repair.
Responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

We have developed a quick guide for adults and children to promoting positive behaviour which includes a breakdown of the different levels of behaviour and what level of consequence should be given to ensure consistency across the school. Please see Appendix 3

To facilitate change, behaviour needs to be understood rather than suppressed, there needs to be a relationship developed which includes unconditional positive regard.

"For a person to 'grow', they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight." Carl Rogers 1959

More significant incidents

In the event of a more significant playground/classroom incident, the following consequences may be used;

- Use of de-escalation strategies
- Exit from playground/classroom
- Incident is recorded
- Educational consequences

- Time to Reflect (appendix 4) to be completed and reviewed with a member of staff - this will be recorded on Arbor
- Repair, reflect, restore discussed with a member of staff
- Playground exclusion
- Internal exclusion
- Suspension
- Exclusion

Any Discrimination (regarding any protected characteristic)

In the event of an incident regarded as discrimination or prejudice, regarding any protected characteristic, the incident would be recorded and investigated and following consequences may be used:

- Time to Reflect to be completed and reviewed with a member of staff - this will be recorded on Arbor
- Repair, reflect, restore discussed with a member of staff and children involved
- Incidents involving discrimination must also be recorded in the discrimination file kept in the School Office, along with the actions taken
- Parents of both parties always informed about the incident
- Playground exclusion
- Suspension
- Exclusion

Inappropriate sexualised behaviour including harassment or violence

In the event of an incident regarded as sexual harassment or violence, the incident would be recorded and investigated, and the following consequences may be used:

- Time to Reflect to be completed and reviewed with a member of staff including understanding why it is inappropriate - educational or protective consequences could be used here
- Repair, reflect, restore discussed with a member of staff and children involved
- Advice sought from the LADO
- Parents of both parties always informed about the incident
- Playground exclusion
- Internal exclusion
- Suspension
- Exclusion
- Police informed if actions were unlawful

Violence and Physical Aggression

The following consequences may be used age appropriately.

- Removal from the situation
- Time to Reflect to be completed and reviewed with an adult staff - this will be recorded on Arbor
- Repair, reflect, restore discussed with an adult
- Parent / Carer notified,
- Recorded
- Supervised movement around the school
- Playground exclusion
- Internal exclusion
- Suspension
- Exclusion

In the event of a child struggling to manage their behaviour positively in school and who has several repeated serious incidents, a behaviour plan may be written in conjunction with external professionals and parents.

Positive Behaviour Plans

Learners who may need a positive behaviour plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens and to ensure the safety of other children and adults
- consider the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the different stages – 1. anxiety/trigger 2. Defensive: Escalation/De-escalation 3. Crisis 4. Recovery 5. Depression 6. Restoration/Debrief

Our school's positive behaviour policy plans for most of our pupils. However, in addition, some children may occasionally require a **Positive Behaviour Plan** or a **Pastoral Support Programme (PSP)** to formalise strategies that differentiate from policy. A Pastoral Support Programme is a formal, 16-week programme that provides targeted support for children at risk of exclusion. This will usually involve referral to agencies from outside the school. This will be used when meaningful and appropriate.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusions are only used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Some of the circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and forms part our school's behaviour policy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion *(DfE's Suspension and Permanent Exclusion guidance p.12)*.

Internal exclusion

There may be occasions, rather than issuing a suspension, where the school will offer an internal exclusion. This will mean the child will come to school but will not be with their peers for the duration of the exclusion. The child will be required to enter and leave the school via the front entrance and will work in a space away from their peers. The child will also remain inside during play times and lunchtimes.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach 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 such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive and comes from the DfE's guidance.

At Welwyn St Mary's, we consider the following behaviour unacceptable, and it could result in internal exclusion, suspension or potentially permanent exclusion of the pupil:

- **Physical assault** – this includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, physical intimidation, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** – this includes threatened violence, aggressive behaviour, shouting, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Bullying** – this includes '**behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally'**.
- **Racist abuse** – this includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour and abuse against sexual orientation or gender reassignment.
- **Drug and alcohol related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, vaping, alcohol or substance abuse.

- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.
- **Persistent disruptive behaviour** – this includes challenging behaviour, disobedience, persistent violation of the school rules, persistently refusing to follow instructions or requests, unsafe behaviour, leaving the school site.

Only the headteacher has the authority to suspend or exclude a pupil from school. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. County exclusion policy is followed.

In the event of discrimination being established, the child may be given an internal exclusion in the first instance, depending on the nature of the comment and the age of the child. An external suspension or exclusion may follow if it happens again.

Roles and responsibilities of the Headteacher, other staff and governors in the event of exclusion

The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. They will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline panel
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of:
  (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
  (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five;
  (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** has **an Exclusions Panel**. They will ensure they receive training to fulfil their role. The Headteacher is not a member of this panel.

The panel will have regard to any guidance given by the Secretary of State.

If the **Exclusions Panel** decide that a pupil should be reinstated, they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion, they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Bullying - see Appendix 1 for Anti-Bullying Policy

Parents/families

Our relationship with parents is particularly important in promoting the development of good behaviour. We keep parents informed about school activities through newsletters and parentmail. Parents 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.

Agencies

Full use is made of external support agencies.

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 PSHCE and School Council will involve pupils in sustaining, monitoring and evaluating policy effectiveness.

Appendix 1 –

Non negotiables for classroom expectations

To help everyone to be safe, be respectful and aim high.

We will...

- **Use manners to everybody.**
- **Enter the classroom quietly and calmly, go straight to your table or carpet unless you need to hang your coat in the cloakroom.**
- **Always walk in the classroom and ask an adult if you need to leave the classroom.**
- **Children only in classrooms, hall or gym when an adult is there.**
- **Follow instructions from all adults.**
- **Stay seated unless you have asked an adult to move.**
- **Stay focused on the speaker.**
- **Put your hand up when you want to share ideas.**
- **Treat items with respect. Put things away where they belong.**
- **KS2 – ensure you are prepared for learning and have everything you need in your pencil case – pencils, pen, ruler, glue stick, rubber, sharpener and colour pencils.**

Non negotiables for the gym

To help everyone, be safe, be respectful and ai high.

We will…

- STOP, LOOK AND LISTEN to the adult on their signal.
- Use a safe and appropriate noise level for t activity.
- Put equipment away sensibly and safely.
- Have an awareness of others
- Control your emotions – whether you win or lose.

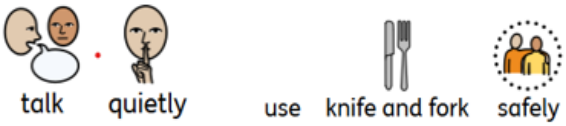


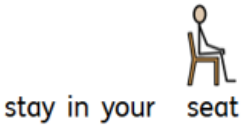
Non negotiables for the dining hall

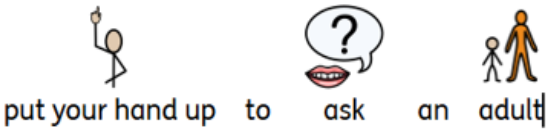
To help everyone, be safe, be respectful and aim hig

we will…

- Talk with an inside voice to people on your table
- Line up sensibly and quietly.
- Br respectful and grateful for the food you have
- Stay in your seat, putting your hand up to ask fo pudding, clear-up or help.
- Cutlery must be held and used safely and appropriately.





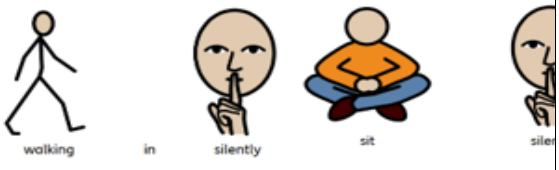


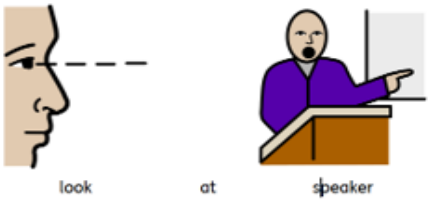
Non negotiables for the hall

To help everyone, be safe, be respectful and aim h

We will…

- Walk in the hall in silence, one behind the othe
- Focus on the speaker and listen.
- Stand up silently to sing.
- Sit down, after singing, in silence.



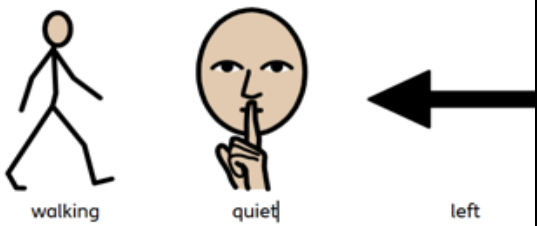


Non negotiables for the corridors

To help everyone, be safe, be respectful and aim high.

We will…

- ALWAYS walk on the left, one behind the other.
- ALWAYS use a quiet indoor voice.
- Walk carefully down the stairs, one at a time.
- Walk silently during learning time and when leaving th hall.
- Hold the doors for others.
- Step back and let adults and children go through the door, when needed.



Appendix 2

TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you can physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?
We may need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing and so on. At other times it may be appropriate to hug a child to offer comfort or reward.

How Do We Use Touch?
Hugging
At this school, staff may use touch for comfort or reward for the child. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding
We recognise that children sometimes enjoy being able to hold hands with adults around them. This is acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. It is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting
If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you.

At times, children may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen after an accident or serious incident, please ensure that you have informed a senior member of staff.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you must touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Appendix 3

Promoting Positive Behaviour in School 2026- 2027

Believe and Achieve

'With God, all things are possible' (Matthew 19:26)

To help simplify expectations for children, we have three main rules, which apply to and can be related to most situations, when promoting positive behaviour: **Be Safe, Be Respectful, Aim High.**

Celebrating Success

When pupils are engaged and learning we need to 'catch them getting it right' through specific praise, and celebration. Learners should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates success in behaviour as well as in learning. Our other rewards include:

- **Public and private praise**
- **House points**
- **Achievements recognised by another member of staff. Achievements shared with parents**
- **Individual and whole class agreed reward systems**
- **Celebration postcards**
- **Stickers and Headteacher's stickers**
- **Badges**
- **Golden Book and awards**

Consequences - making the right choices

The consequence system enables us to teach and instil good behaviour. The progression underpins the idea that children are given opportunities to make good choices and are reminded of the consequences if they continue with inappropriate behaviour.

If a child is regularly making inappropriate behaviour choices it is crucial to ensure clarity, inclusivity, consistency, and adaptability, allowing for both adherence to core rules and the flexibility to support individual needs, especially for students with SEND. For example: some children may need to have a fiddle toy to support concentration and/or anxiety.

Consequence	Examples of behaviour
Warning to be given initially then 5 minutes off break or lunchtime.	Mucking around in the cloakroom Continuing playground behaviour when entering the classroom – e.g. talking and not sitting down quickly Distracted listening and fiddling Calling out Talking whilst the teacher is talking Getting out of your seat when you have not asked or during teaching Reluctance to follow an instruction Distracting others Does not complete learning which is reflective of their best efforts Leaving the classroom without permission Running in the corridors Being loud in the corridors Whispering/talking in assembly Spoiling a game

	Playing roughly Not lining up when the bell has been heard Knowingly provoke others
Time to reflect in different area of the classroom or another classroom – partner classes to be set up. 10 minutes off break or lunchtime Reflection sheet to be completed - recorded on Arbor. Verbal apology.	Persistence of the above
15 minutes off break or lunchtime Reflection sheet to be completed – recorded on Arbor Verbal apology and letter must be given…	Persistence of the above Answering back to a member of staff Refusal to follow instructions Refusal to work Inappropriate language Walking out of class Damaging your own, other people's or school property
30 minutes off lunchtime Verbal apology and a written letter/card must be given… If appropriate, set an educational consequence e.g. litter picking, designing a poster Communicate with parents/carers Reflection sheet to be completed – recorded on Arbor	Persistence of the above Ongoing disruption or defiance Being disrespectful or rude to an adult – including face pulling (eye rolling included) Arguing with staff or answering back to staff Spitting Biting Swearing Hurting others on purpose
Other Communicate with parents/carers Consequences will be decided by members of staff and SLT Reflection sheet to be completed – recorded on Arbor Complete specific form related to the incident re discriminatory nature	Persistence of the above Very serious negative choices Fighting Bullying Any form of discrimination Racist language Homophobic language

Appendix 4:

Time to reflect

What happened?

Which rule was broken?

Who was involved?

Who was upset/hurt?

What do you need to do to make it better?

What will you do differently next time?

Name_____ Date_____

Please complete when an incident has happened:

Subject: English ☐ Maths ☐ Science ☐ History/Geography ☐
Art/DT ☐ PE ☐ RE ☐ PSHCE ☐ GT ☐

Other (please specify) .....

Time: Before morning play ☐ Morning play ☐ Before lunch ☐
Lunchtime ☐ 13:00-14:15 ☐ 14:15-15:20 ☐

Other (please specify) .....

What was the incident?

Disrespectful to adult	
Disrespectful to child	
Disruption to class	
Disruption to teaching	
Fighting	
Hurting	
Name calling	
Swearing	
Discriminatory incident	

Action

Notes (discussion with child/any other details etc.)

Parents informed ☐ **SLT informed** ☐

Discussion and form completed by.....**Date**.....

Appendix 5

Welwyn St Mary's Primary School

Incident Log

Date		**Reporting adult**			
Name of pupil				**Class**	

What happened?

Who was involved?

Actions

Signature …… Date ……

Appendix 6: Child Friendly Behaviour Policy

Welwyn St Mary's C of E Primary School

"Believe and Achieve"

Our School: What we want it to be like.

A happy, safe, respectful school where we can learn and do our best.

How we should behave and why?

Come in to class calmy and quietly after lunch and playtime ready to learn.

Walk around school to keep safe.

Use our manners to show respect to others.

Listen during learning time, either on the carpet or at our tables so we can focus on what we are supposed to be doing.

Our Golden Rules

Be Safe

Be Respectful

Aim High

What happens when we make positive choices?

Learning

Personal satisfaction

Praise from my teacher

House points

Golden Book Certificate

Badges for effort and achievements

Good learning shown to other members of staff

Good Choices

Verbal praise

Class attendance

House points

Class/school responsibilities

Stickers



Other Rewards

House points

House Trophy

Attendance Trophy

Marble Jar

Badges

Golden Book

Golden Table

Class rewards

Praise – both public and private

Positive Postcards

What happens when we make negative choices?

Learning	Protective	Reflect, Repair, Restore
Completing tasks	Missed break time	Social Stories
Rehearsing	Limited access to outside	Reflective area
Assisting with repairs/tidying	Escorted in social circumstances	Role Play with teddy bears/dolls etc.
Research	Differentiated teaching space	Use signs/symbols
Educational opportunities	Restricted participation in school events	Time to reflect
Conversation and exploration		

Our Charter

We are kind, helpful and polite to everyone.
We always listen carefully and do our best.
We believe in ourselves and others and want to achieve the best of our abilities.
We respect and look after our own, other people's and school property.
We behave in a safe way in the classroom and around the school.

Created by School Council 2022