

# Knebworth

Primary & Nursery School



## PUPIL WELLBEING POLICY /BEHAVIOUR POLICY

***Date reviewed:***

***October 2017***

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***Responsibility:***

***Full Governing Body***

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***Public***

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## Introduction

Knebworth Primary School is at the heart of the community and is known as a happy, caring and inclusive school. We provide a safe, positive and fun learning environment within which we seek to develop a mutually supportive climate where everyone can have a voice and the beliefs and diversity of others is respected.

A great emphasis is placed on positive reinforcement of behaviour, in line with the Protective Behaviours Programme which promotes and supports children to recognise safe and unsafe choices and their subsequent consequences.

Underpinning our ethos are the universal themes which are at the core of the **Protective Behaviours Programme**

***“We all have the right to feel safe all the time.”***  
***“There is nothing so awful we can’t talk about it with someone.”***

This message runs through the fabric of our behaviour system and leaves no room for any form of prejudice or discrimination. From starting at Knebworth School children are nurtured and supported to explore and listen to their feelings and thoughts, to make mistakes, to learn from them and take responsibility for their actions. They are encouraged to explore their feelings, and recognise safe ways to respond to them.

***“My feelings are my feelings, my behaviour is a choice.”***

## Aims/ principles of the policy

All staff and children share a collective responsibility to ensure that the rights and responsibilities of every member of the school community are adhered to.

Children and staff rights	Children and staff responsibilities
To feel safe	To make safe choices
To learn and teach	To allow others to learn and teach
To be treated with respect	To respect everyone and our environment
To have a voice and opinion	To listen to others opinions
To have a choice	To take responsibility for those choices

## School Code of Conduct

Our School Code of conduct was written in collaboration with children and staff and clearly sets out our expectations for behaviour for everyone working across the school and at all times. It is displayed in every classroom.



# Code of Conduct



**Respect everyone**

**Make everyone feel happy and safe**

**No matter how big or small, share our problems with a grown up**

**Always try your best**

**Be kind and polite**

**Be honest**

**Take care of our school and community**

**"Together we inspire"**

## Promoting Positive Behaviour

At Knebworth School we believe in promoting and celebrating good choices and positive behaviours rather than relying on sanctions. Public acknowledgment of good behaviour is a powerful tool for celebrating positive role models and preventing poor choices.

### Aim/principles

- Where possible, criticism is kept private and does not result in a lowering of a child's self-esteem which is only likely to increase the incidence of unsafe choices/poor behaviour.

Public praise, private criticism

- We acknowledge the child's feelings and supports the child to make safer choices. Children are encouraged to use

Stop, Feel, Think, Do

This allows them to identify their feelings and take time to think about their responses.

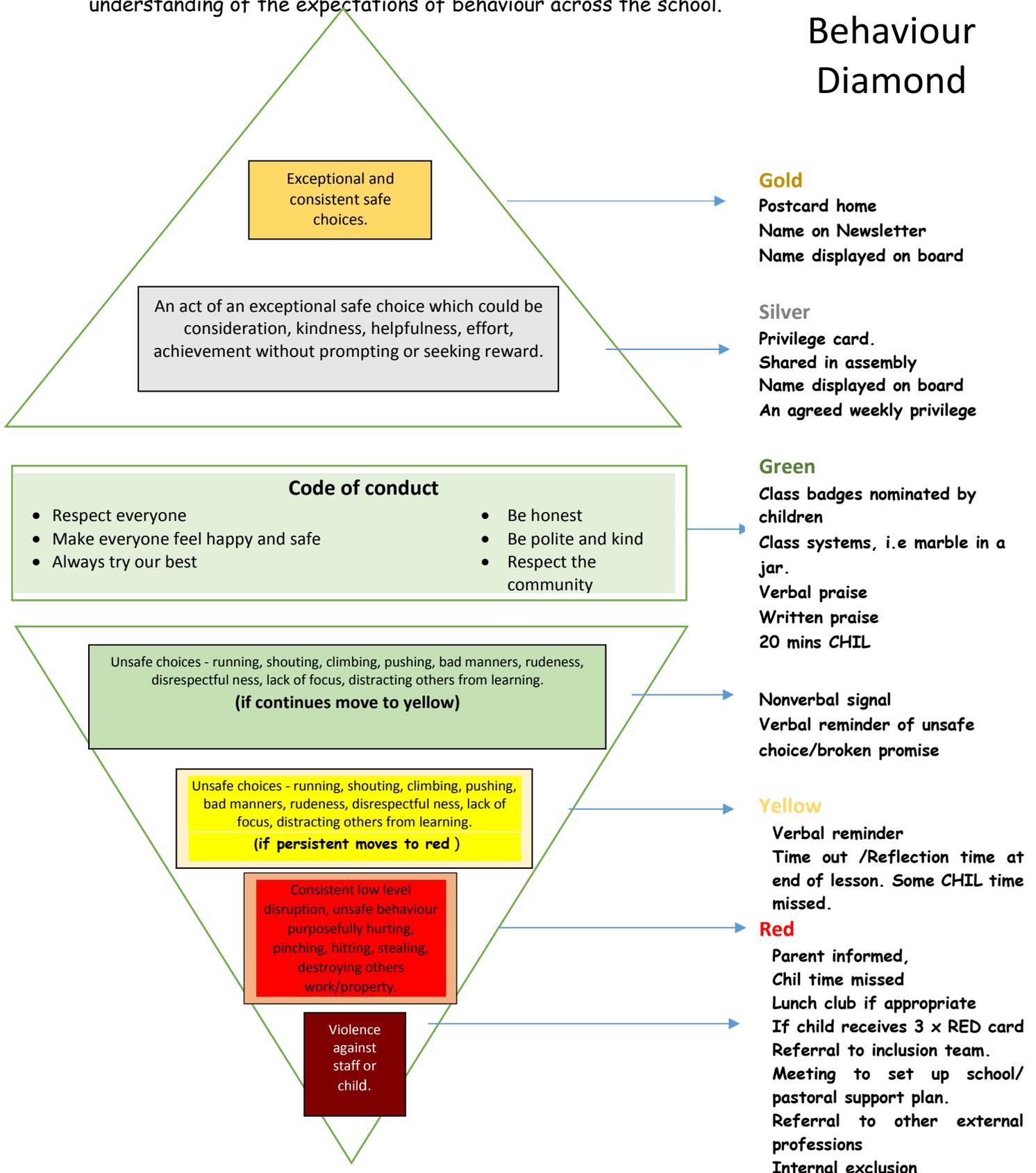
- At Knebworth we create a safe and secure predictable environments where children clearly understand the expectations. This, in turn reduces anxieties in children which may result in poor choices.
- Where possible children are offered choice. This increases a child's sense of independence and contributes to the development of self-esteem. By being given a choice, staff encourage and value the child's right to have an opinion but also allows them to learn to make mistakes and to learn from them.
- Children look to the adults in the school to set an example and to model the kinds of behaviours that they expect from children, including respect, concern, and fairness.
- All communication is calm, effective and clear.
- Children recognise that their behaviour is a choice. It is the choices that may be unacceptable, not the child.

Unacceptable behaviour and not unacceptable child

- By listening to children, we give them a voice which makes them feel significant. We recognise their feelings even if staff have to deal with the concern after learning time.
- Our interactions with children are as positive as possible. We acknowledge and celebrate positive choices before reprimanding for a poor choice. In effect, our children learn that they are more likely to get attention when they behave or work well.

In order to ensure that everyone in our school works together to achieve the aims of this policy it is paramount that staff, pupils, and parents have a clear, shared understanding of the expectations of behaviour across the school.

# Behaviour Diamond



The **Good to be Green** approach is used by the school.

It encourages and acknowledges pupils who make good choices and avoids overlooking those children who consistently behave well.

It allows children the opportunity to correct their behaviour and make good choices. It ensures there are clear consequences for pupils who choose not to make good choices. \*

The **Good to be Green** chart displays every child's name below a pocket containing a green, amber and red card.



Children are encouraged to 'stay on green' through the visual aid and other classroom rewards.

In each class, the expected school code of conduct is displayed next to the **Good to be Green** chart.

## GREEN



- Everyone starts on Green at the beginning of each day.
- Pupils who have been Green all week receive praise for their positive behaviour in school and take part in 20 minutes CHIL time.

## RAINBOWS/ STARS



These are awarded to a child in class who shows very good effort/achievement or behaviour choices.

## SILVER



A silver card is given to a child or who has shown considerable consideration, kindness, helpfulness, and effort, achievement or for a child who has earned 3 rainbows or stars.

- A silver card will be issued and given to a member of the Inclusion team at the end of the week.
- The child name will be read out in assembly
- Their photo will be put up on board/in a book
- They will get an extra privilege.

\* Where children are unable to engage with an approach **Good to be Green**, because of age, or developmental delay, for example caused by trauma or attachment issue, alternative strategies will be implemented depending on the individual need.

## **GOLD**



A Gold card is given to a child who has shown exceptional behaviour and consistently makes safe choice or has shown consideration, kindness, helpfulness, and effort, achievement.

A Gold card will be issued and given to a member of the Inclusion team at the end of the week.

- The child name will be read out in assembly
- Their photo will be put up on board.
- They will get an extra privilege.
- They will receive a gold letter home

## **UNSAFE CHOICES.**

**If a child makes an unsafe choice or fails to follow the school Code of Conduct then:**

- Give a non-verbal warning
- Verbal warning, refer back to Code of Conduct
- Make it clear what the pupil has done that puts their conduct in question
- Make it clear what they need to do to turn their behaviour around.
- Offer an opportunity and support them change their behaviour.

**If the behaviour persists**

- Time Out' either during the lesson or at the end to give them time to consider:  
What did I do?  
What do I need to do next to stay 'green'?  
What help do I need to achieve this?

**If the behaviour persists issue**



If the child makes the right choices and rectifies their behaviour they go back to **green**.

**If the behaviour persists**

- Verbal warning - Refer again Code of Conduct
- Make it clear what the child has done that puts their conduct in question and make it clear what they need to do to turn their behaviour around.
- Offer an opportunity and support the pupil to make better choices.

### **If the behaviour persists**

- Time Out' either during the lesson or at the end to give them time to consider:  
What did I do?  
What do I need to do next to stay 'green'?  
What help do I need to achieve this?

### **If the behaviour persists**



- Explain which rule has been broken.
- Be clear about the consequences.
- Immediate consequence appropriate to pupil actions e.g. time out, loss of break, complete work in break or lunchtimes, letter of apology.
- Automatic loss of CHIL.
- Red card sent home to parents.
- Follow up discussion with parents after school/phone call.

### **Some behaviours result in an immediate**



- Any form of physical violence - e.g. hitting/kicking another child/adult
- Any form of verbal abuse, damage to property
- Theft, bad language including swearing, homophobic language
- Showing a lack of respect to a person's race, culture or beliefs
- An act of considerable rudeness and disrespectful behaviour e.g. Lying, Rude gestures, walking away and ignoring instructions.

This depends on the severity of the incident. For extreme forms of these behaviours it will result in the equivalent of 3 x red cards. (See below)

Over the course of the term if a child receives



- a meeting will be held with the Inclusion team, parents and child to discuss issues.
- a school support plan may be issued and targets will be given.
- a contract may be signed by all parties.
- a time frame will be agreed upon for review.

### **If the behaviours persist and there is no sign of improvement**

- a meeting will be held with the Inclusion team, parents and child to discuss issues.
- a referral to an outside agency may be requested.
- a pastoral care plan may be set up.

- A RAMP may be required.
- 

### **If behaviours are unsafe and are putting others at risk**

- an internal exclusion may be considered
- a managed move may be considered.

Any child who uses significant violence against a child or member of staff may be at risk from exclusion. (See Exclusion Policy)

### **Lunch Club**

Lunch club is used to support children to develop the necessary social skills to make playtimes more successful. It is not used as a punishment. Children have targeted support with whatever area of social interaction they are finding challenging. Lunch club is not used on a long-term basis and is a temporary programme used to support the integration back into the playground. Part of lunch club is undertaken outside, on the playground, practising social interaction skills under adult supervision.

### **Pastoral support worker**

We have a full time pastoral support worker in school who monitors and supports the social, emotional, mental health of all pupils at Knebworth School. If a child or group of children are experiencing difficulties, for whatever, reason, they may be referred to the Pastoral support worker for support. If the issues are more complex and require intensive support then a meeting with child and parent will be instigated and an intervention programme agreed upon.

### **Physical contact**

Knebworth follows Herts Guidelines for physical contact/ intervention.

No untrained staff can intervene. Non-offending children will be evacuated from class and parents of the offending child will be called. In the event of parents being unavailable, social services or the police will be called.

### **Monitoring and reviewing of policy**

Evaluation of the effectiveness of the policy will be continual and made through ongoing observations by staff of general behaviour, and by regular review of reports and records:

The following records are kept:

- Class 'Behaviour' Log (teachers)
- Whole school 'Behaviour Log' (Inclusion Team)
- MSA lunchtime behavior log (to be communicated to Class teachers and Inclusion Team)
- Racial incident Log (Office)
- Bullying Log (Office)
- Any relevant injury / accident reports relating to misbehaviour. (office)
- External agencies, Behaviour Plans and referrals (Inclusion Team)
-

## **Bullying (See policy)**

<http://knebworthprimaryschool.org.uk/wp-content/uploads/2014/10/Anti-bullying-policy.pdf>

We are committed to providing a happy, safe, friendly environment for all our children so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated. Persistent bullying can severely inhibit a child's ability to learn effectively and is detrimental to their mental health and emotional wellbeing. All pupils are actively encouraged to speak out, report any incidents of unsafe behaviour so that incidents can be dealt with promptly and effectively.

The three main types of bullying are

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insults, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Teachers and other adults often become aware of bullying when a child:

- tells the teacher
- shows physical marks
- looks uncharacteristically miserable
- work or social behaviour changes dramatically
- is scared of going home or coming to school
- is afraid to be near someone else
- is isolated and is not chosen for teams

If anyone is found to be bullying, it will immediately equate to 3 x RED cards.

Serious incidents of bullying will be reported through the bullying log which sends a return to the LEA on an annual basis.

## **E Safety (See E safely policy)**

<http://knebworthprimaryschool.org.uk/wp-content/uploads/2014/10/esafety-policy1.pdf>

Information and Communications Technology (ICT) in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. However, all users need to be aware of the range of risks associated with the use of these Internet technologies.

## Dealing with Racial Harassment

"Any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others, where the motivation or effect is to create racial dislike or hatred."

Knebworth School follows all LEA guidelines on racial policy and updates its policies accordingly. The principles and practice are incorporated into the Race Equality policy and the School Pupil Wellbeing policy.

## Procedures for dealing with Racial Harassment

Racial harassment will be dealt with using the Hierarchy of Sanctions. Staff must decide on the appropriate stage of intervention. The following procedures must also be applied:

Children should be interviewed separately.

If, after investigation, it appears that racial harassment has not occurred, the reasons must be clearly explained to the child concerned, so that it does not appear that the school has done nothing about it.

If racial harassment has occurred, help and support will be given as appropriate to both the victims and the offenders. All incidents of racism and racial harassment must be reported to the Head and recorded in the Incident Log file kept in the Secretary's office.

## Ways of Supporting Victims

- Offering the immediate opportunity to talk about the experience with a teacher of their choice or write about it
- informing their parents/guardians
- offering continued support when they feel they need it
- support from the Inclusion Team where appropriate
- making arrangements for them to be 'safe' at break and lunch time
- ways of disciplining the offender with an offer of help
- talking about what happened to discover the reason for involvement
- continuing to work with the offender in order to get rid of prejudiced attitudes

This policy is to be read in conjunction with the Advice from the LEA that the school follows and is available on the Grid

Other policies to read in conjunction with this policy.

<http://knebworthprimaryschool.org.uk/wp-content/uploads/2014/10/Child-Protection-policy2.pdf>

<http://knebworthprimaryschool.org.uk/wp-content/uploads/2014/10/Drug-Education-Policy.pdf>

<http://knebworthprimaryschool.org.uk/wp-content/uploads/2014/10/Health-and-Safety-policy.pdf>

An example reflection card

What did I do?		
What do I need to do next to stay 'green'?		
What support do I need to achieve this?		

Example contract

Date .....

Child name		
Strengths and difficulties		
Targets	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
I will (child)		Signed
We will (school)		Signed
We will (parents/carers)		Signed
Review date		

An example behaviour chart for younger children

<b>Name</b>				
<b>Date</b>				
<b>Target</b>				
	<b>AM</b> 	<b>Lunchtime</b> 	<b>PM</b> 	If I get ..... smily 😊 faces or more my reward is.....
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>Weekend news</b>				