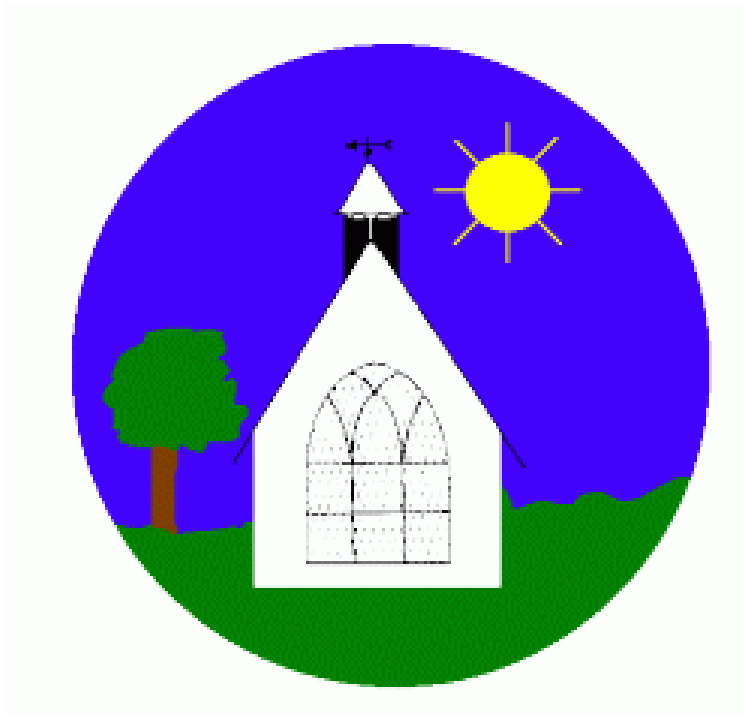


Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

Pupil Behaviour Policy (including Racial Harassment & Bullying)

To be issued annually to ALL staff

Date of review:

February 2024

Date of next review:

February 2026

Responsibility:

Learning and Pupil Progress Committee

Classification:

Public

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1. The Purpose of this Policy

Our school vision is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our life skills programme (My Personal Best), our Christian Values and our robust PSHE (including Relationships Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way, shine as lights in the world.

Using the Zones of Regulation each child is encouraged to recognise their own feelings and emotions, developing strategies to self-regulate before reaching the more extreme emotions, to put them in the right place to learn and socialise with others.

We have one Golden Rule, 'To treat one another in a fair and equal way and in the way we wish to be treated.' This is embedded during daily collective worship and throughout the day, in class and on the playground.

We support all our families throughout their school journey and pride ourselves on excellent communication. We also recognise that some children may find it more difficult to follow rules and control their behaviour. As a staff we have all been trained in the Hertfordshire STEPs programme and have two trainers within our Senior Leadership Team. All staff have a de-escalation script to use with the children and we have designed a clear set of positive consequences and educational and protective consequences (see appendix 2 & 3) to ensure continuity and consistency across the school.

This policy is in line with the ethos of our school where **every** member of the school community is valued and treated with respect. Racial harassment and bullying form part of this policy and this should be read in conjunction with our Remote Learning Policy, Guidance on Mobile Devices, as well as our Special Educational Needs Policy.

We ask all our parent/carers to read this policy and work with us to support the implementation and adherence of the strategies.

2. General Principles

St Michael's Woolmer Green School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

An educational and protective consequence must not be in breach of any legislation and must be proportionate and reasonable given the age and needs of that child.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm, then the provisions of the school's Child Protection Policy should be followed.

This Behaviour Policy also applies to the misbehaviour of a pupil off school premises; on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school. The misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

School is not liable for any property that a child brings to school. The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

3. Aims

- To foster spiritual and moral values which develop respect and care, for oneself, other individuals, the community and the environment.
- To maintain a happy, caring and stimulating atmosphere where everyone feels valued, secure and motivated to do their very best.
- To produce an environment in which everyone feels safe, secure and respected.

We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.



St. Michael's Woolmer Green School Golden Rule

At St. Michael's Woolmer Green School, we will follow the **'Golden Rule'** (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

We are proud of our school.

4. Positive Consequences

In dealing with pupils, emphasis is placed wherever possible on promoting and praising desirable behaviour in positive ways.

St. Michael's Woolmer Green School Playtime Charter



- ✓ Always be polite.
- ✓ Play sensible games.
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
- ✓ Look after all our playtime equipment and put it away at the end of break & lunchtime.
- ✓ Move sensibly around the quiet areas, the seated areas, and the gazebo.
- ✓ When the whistle blows, walk sensibly and calmly to your lines, and wait quietly.
- ✓ Wipe your feet as you come into school.
- ✓ Always show respect to other children and adults.

We are proud of our school!

In the playground we expect the children to play fairly and sensibly. Where disputes occur, it is the responsibility of the staff supervising to resolve the matter at the time as far as possible. Any unresolved incidents that require further adult intervention must be reported to Class Teachers at the end of play or lunchtime. Any high-level disruptive behaviour during lunchtime is reported to the Headteacher or Deputy Headteacher or a member of the Senior Leadership Team.

We use a proactive approach to try and prevent unacceptable behaviour. Children are distracted or redirected if a situation is becoming a problem. Playground rule reminders are given and the use of 'walk with me' to allow a child to calm down but also to observe children playing appropriately (positive role models). A 'time-out' space may also be used, sitting in the quiet area or going into Lunchtime Nurture. If a child refuses to comply with a sanction the de-escalation script must be used to avoid confrontation and the support of a senior member of staff may be necessary. To ensure a proactive approach, we encourage staff to circulate the play area and engage with children.

De-escalation Script:

- Child's Name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and....

If a pupil's behaviour during lunchtime is anti-social, this will be recorded on 'EdAware' (our internal monitoring system) and communicated to the class teacher. The pupil is then given time for reflection and may be asked with support to complete the 'Reflect and Repair' sheet (see appendix 1) as soon as possible following the incident.

There is a Nurture Club at lunchtimes for all children, who may be struggling on the playground to support them with social interactions.

5. Consequences

As a school we recognise the link between anti-social behaviour and mental health. Consequences are in place to support and encourage children to develop appropriate behaviour and other personal and social skills and to ensure a safe and positive learning environment for all our children.

Children are advised of the school expectations and rules and will be constantly reminded of the expectations through classroom PSHE and Circle Time and through whole school Collective Worship, which focuses on our vision and values.

- Staff use the behaviour section in our electronic safeguarding system, 'EdAware', to record any incidents of poor behaviour. Information may also be shared with parents/carers by the class teacher. There may well be circumstances and patterns of behaviour that are relevant and will influence the support being offered to the child. Children will be encouraged to use the Reflect & Review Sheet, and this will be attached to the write up of the incident (scanned or photo).
- If the school has a concern regarding a pupil's behaviour, we will use materials from the Therapeutic Behaviour Programme to ensure the behaviour is monitored and behaviour patterns can be identified. Individualised, visual support may be implemented to encourage positive behaviour and if this is the case parents and senior staff will be informed. The behaviour will be monitored by senior staff regularly.

- Staff may record incidents on a Daily Behaviour Log to gather further information and to support next steps.
- At times, as well as individualised support, in some cases, an Individual Behaviour Plan will be completed for pupils who display challenging behaviour. This will be completed in consultation with parents by the Headteacher or Deputy Headteacher and the SENCO (See Appendix 4). When required, the school seeks support from external agencies.
- If support needs fall outside of the behaviour policy, an individual Risk Management Plan/Safety & Support Plan will be completed for pupils who display frequently challenging behaviour. Again, when required, the school will seek support from external agencies.
- Any incident of bullying or harassment will be reported to the Head or Deputy and the incident recorded electronically. The incident will be reported to parents immediately and to the governors termly.

6. Fixed Term and Permanent Exclusions

We pride ourselves on good communication and parental engagement as we believe if we work together this encourages the best outcome for our children. We do not wish to exclude any child from school and hope this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil, after discussion with staff working with the child. However, in certain instances it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Pastoral Support Programmes, working with parents and a range of outside agencies.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the chair of governors.

A decision to exclude would only be made in line with our Educational and Protective Consequences (see appendix 3) and is always made at the Headteacher's discretion.

7. Physical Interventions

All staff follow the principles of the Hertfordshire Therapeutic Behaviour Programme, which focuses on de-escalation and tries to avoid physical intervention. However, in some circumstances it may be necessary to restrain.

These would be used:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

For further information please see County Guidance on Physical Restraint - <http://www.thegrid.org.uk/learning/behaviour/policies/policies.shtml>

8. Partnership with Parents

It is expected that adults will encourage good behaviour and discourage poor behaviour, as would any responsible parent. The school always works in partnership with parents to support children in every way possible. The Children and Families Act 2014 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns were raised within the school, they may be referred to Children's Services. This is in line with Government and Hertfordshire policy. Should an adult on school premises threaten a child physically or verbally, the matter would be referred to the Child Protection Officer.

9. Arrangements for Monitoring and Evaluation

The governing body are responsible for ensuring that this policy is evaluated for impact by reviewing data provided by the Headteacher regarding:

- Number of bullying or racist incidents, as reported on returns to the Local Authority and the action taken, including support for the victims
- Number of fixed-term and permanent exclusions and the reasons for them
- School self-evaluation of behaviour and evidence to support.

10. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection Policy.

11. Racial Harassment

St. Michael's Woolmer Green School is committed to challenging racism and discrimination and other negative attitudes throughout our curriculum. We nurture fairness to all irrespective of ethnicity and we value diversity in our school. Please view our Equality and Diversity Policy.

Definition

Racial harassment is recognised by St. Michael's Woolmer Green School as:

"Any act of 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".

Incidents may include:

- threatened or actual physical assault
- verbal abuse
- expressions of prejudice calculated to offend others, or to influence behaviour of others
- racist graffiti (on school furniture, walls or books)
- distributing racist literature
- wearing of badges or symbols belonging to known racist organisations

- name calling
- teasing in relation to language, religion or cultural background.

It is important to recognise that:

- racial harassment may be one aspect of an incident which also has other dimensions
- teachers may need to deal with comments made by parents or other adults as well as by children
- incidents may involve group as well as individual behaviour
- Online incidents when they impact on what happens in school
- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendships may lead to racist insults
- racist incidents are not always explicit – for example, a pupil may be called ‘smelly’ and behind such insults may lie a racist element
- racist behaviour can occur without the wrong person being present – for example, telling racist jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, certain pupils
- white pupils may be offended by the racist behaviour of other white pupils
- racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass or understands the racist content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention and motives explored as to why it happened in the first place. This could be the perception of a third party.

Principles

The following principles underpin the school’s approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention.
- All incidents should be responded to immediately and appropriately and in line with LA guidelines
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- All incidents of racial harassment should be treated as serious disciplinary matters.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school’s commitment to dealing with racism.
- Our pastoral system provides the children with many adults, whom they may ask for advice. Our school community is such that all staff are made aware of any potential difficulties quickly through our electronic monitoring system. Any racist incidents will be recorded on

this system and reported to the designated teacher, in most cases the Headteacher, so that appropriate action can be taken and parents informed.

12. Dealing with Bullying

Bullying as defined by the Anti-Bullying Alliance, 'is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying will not be tolerated. The governors seek the co-operation of children, parents and staff in the early detection and reporting of bullying and children should report any incidences of bullying immediately to a member of staff. We are a "telling" school. Bullying is too important not to report. Parents should contact the teacher or Headteacher immediately if their child reports that they have been bullied in order that the school can:

- Investigate the problem
- Contact and consult all affected parents
- Act appropriately and effectively to protect all parties

Our strategies for dealing with bullying incidents could include:

- Class/group or individual discussion
- A Learning Mentor
- Buddy system
- External support, e.g., Circle of Friends
- Pupil notes

Action to be taken:

- Every incident is followed up
- Parents meet with staff
- Agreed time frame with the parents
- Telephone reassurances
- School seen as responsive
- Child reporting bullying to report every morning and at the end of the day.

Following a case of bullying, the issue should be discussed with both parties and then the offender(s) sanctioned in an appropriate manner. Incidents will be recorded on the electronic monitoring system, which is monitored regularly by the Head and Senior Leadership Team.

Control Measures to Prevent Bullying

- Different areas have been created in the playground to encourage calm play, using construction resources and a quiet seated area for reading or talking
- Older children act as mentors on the playground

- Regular discussion time is created to talk through issues and problems together.
- Children are taught how to walk away from incidents without hitting back or losing face.
- Children are aware of our Golden Rule, the school vision, and values, which are reinforced during collective worship.
- Time is given as part of PSHE lessons to discuss positive relationships, friendship, respecting difference and so on.

Policy Implementation

The implementation of this policy will be undertaken by all staff and overseen by the Head. Many daily activities in school life provide a vehicle for promoting the development of good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations by:

- **example** - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equal Opportunities Policy.
- **utilising day to day incidents** when considerate or other desirable behaviour and academic achievements can be acknowledged and praised.
- **including** behaviour-related social and moral issues in **curriculum planning**, in particular as part of the planning of PSHE and Relationships Education.
- **organising and differentiating** teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through special needs provision.
- **being alert to and dealing promptly and sensitively** with bullying, harassment and any other undesirable behaviour.
- **using resources** available for staff in the form of up-to-date reading material on behaviour management, bullying, harassment, racial abuse and constructive playground games. The playground has been marked out to cater for 4-Square and other games, and areas have been designated for quiet activities.
- **supporting colleagues** with the development of sound and consistent approaches to rewards, sanctions and other aspects of behaviour management.

Review

This policy will be reviewed by the staff and governing body every year; however, it may be reviewed earlier if circumstances require it.

Appendix 1 - Reflect and Repair Sheet

Time to reflect and put it right.

Name:

Date:

Time:

What happened?

How did I feel? How did others feel?

Who was affected and how?

What can I do to make it right?

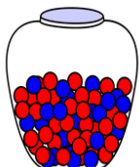
What have I learned so that I can make a better choice next time?

Appendix 2 - Positive Consequences

At St Michael's we take a team approach to Classroom Consequences and each class has a marble jar, which they fill up to earn some Golden Time each half term/term. The class help to decide what this Golden Time should be.

Whole Class Positive Consequences:

The marbles are given as a whole class reward:



For example: I've been really impressed with the way you have all taken part in...

You have all been asking interesting questions...

Everyone has worked in their groups in a responsible manner...

You have demonstrated our monthly value of...

As a class you have shown great resilience when working on these maths problems today...

Individual Positive Consequences:

Personal rewards will also be given to individuals, especially those who may need some extra, private words of support:

For example: You have tried so hard today – well done.

I know you were feeling cross, but you have really turned this around...

I know you are not keen on writing, but you have persevered and done some lovely work...

I was impressed with the answer you came up with in our class discussion...

Some children like to receive stickers from their teachers and there are HT stickers as well. We have introduced 'Ask Me' stickers so that the children can talk about their work with others at school and parents/carers at home.

At St Michael's we also have a weekly Celebration Assembly



Children in each class share some work and others are rewarded for demonstrating our School Values and have their names recorded on a cloud for our Shining as Lights Display.



Teachers keep a list so that at some point during the year all children will have collected a certificate and a cloud. If the children would rather be given their certificate privately, this is also an option. Teachers will check with the child.

Appendix 3 - Educational and Protective and Consequences

Behaviour	Educational Consequences (To encourage good behaviour for learning)
<ul style="list-style-type: none"> • Off task • Chatting • Making noises • Distracting others • Work not completed • Calling out or talking over a teacher • Rudeness to peers or adults • Refusal to follow instructions 	<p>A verbal reminder of the expectations of behaviour for learning will be given.</p> <p>Moving to another space in the classroom may help the child to carry out the expectations.</p> <p>Moving to another class to help the pupil focus and minimise disruption to others</p> <p>Staying in the classroom at breaktime to complete work that wasn't done during a lesson.</p> <p>Teachers will ensure the child understands the educational consequences e.g. 'You chose not to do your work in lesson time so now is the time to finish it.'</p> <p>Time will be given for reflection</p>
Behaviour	Protective Consequences (To protect self & others from harm)
<ul style="list-style-type: none"> • Disrupting other children's play • Aggression towards others • Verbal teasing and name calling • Wilful destruction of property • Walking away from adults • Spitting • Swearing • Swearing at an adult • Racist or homophobic name calling • Bullying or ganging up on others • Sexualised behaviour • Defiance 	<p>Missing time during the lunchtime (reflection sheet)</p> <p>Pupil may spend time with the Head/Deputy/SLT (reflection sheet, if not already completed).</p> <p>Parents will be contacted via email, a phone call or face-to-face</p> <p>After discussion with parents, lunchtime(s) may be spent in the Nurture Club, as a positive way to encourage social skills in a calm, supervised way or time in another class away from their peers.</p> <p>If incidents continue to occur during lunch or playtime the pupil may be asked to leave the playground and will then be supervised by the Headteacher/Senior Leader.</p> <p>If there is a re-occurrence of incidents, especially very challenging/dangerous behaviour parents may be asked to consider a reduced timetable for a period of time.</p> <p>If there is a severity and/or frequently challenging behaviour, parents/carers will be contacted, and it may result in a fixed term exclusion or permanent exclusion at the discretion of the Headteacher/Deputy Headteacher.</p>

NB: This is not an exhaustive list of identified behaviours and consequences and at any point behaviour can escalate quickly.

Appendix 4 Daily Reporting Log

	Unwanted Behaviours	Frequency of times	Time of behaviour/s	Additional Information
Low Level Behaviours	Taking extended periods of time to start/ engage his learning.			
	Low level teasing to peers, laughing at others' contributions etc.			
	Use of small micro- aggressive behaviours that disrupt others i.e. Scraping chairs, pencil tapping, flinging book across the desk, slam locker shut.			
	Refusing to accept adult support with work			
	Making comments/noises that are at a level that distracts others.			
	Complaining verbally about others or the expectations in the classroom.			
Medium level behaviours	Showing ongoing un co-operate behaviour i.e., refusing to engage in learning, refusing to work within a group.			
	Verbal rudeness to adults, including answering back, shrugging shoulders, making dismissive comments			
	Calling children inappropriate words/ names including swear words.			
	Moving furniture (by kicking/pushing)			
	Kicking, hitting property (but not damaging property)			
	Walking away from adults on the playground/ classroom			
	Being physical with peers or staff (not needing medical treatment).			
	Using sexualised language/ vocabulary/ racist language			
	Using inappropriate /rude gesture at peers			
	Playing games which involve the use of harmful language and physical assault			

Carrying out any 2 of the medium levels within any lesson during the school day, including at break or lunchtimes, would lead to informing parents/carers, time for reflection/restorative conversations and consequences to be agreed

	Unwanted behaviours	Frequency of times	Time of behaviour	Additional information
Unwanted Behaviours	Carrying out medium level behaviours repeatedly (3 times/ 3 things) or over a period of half a day despite best efforts to de-escalate.			
	Hitting, kicking, biting, spitting, scratching an adult or peer with his body or an object/classroom equipment e.g. Scissors, sticks etc. which leads to extensive first aid treatment/ hospitalisation.			
	Moving larger items of furniture (flipping tables/throwing chairs) which endanger someone's (child or adult) safety/ hurting others.			
	Deliberate damage to large school property (broken window/ door).			
	Leaving the school site (going out of the gate) without permission.			
	Use of sexualised language / description of acts that would be categorised as illegal, with peers.			

THESE HIGH-LEVEL BEHAVIOURS WOULD LEAD TO A FIXED TERM EXCLUSION

Appendix 5 Individual Behaviour Plan

Name:	DOB:	Date set:	Review Date: Half term/ Termly
Year Group: 4	Class Teacher:	Support Staff:	Code of Practice: SEND Support/ EHCP

Pro social / positive behaviour	Strategies to respond	Review
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Anxiety / DIFFICULT behaviours	Strategies to respond	Review
During one to one time:		

<p>During small group work:</p> <p>During classwork/ playtime:</p>		
<p>Crisis / DANGEROUS behaviours</p> <p>Physical towards others</p> <p>Defiance</p> <p>Threatening language</p> <p>Dysregulated</p> <p>Damage to property</p>	<p>Strategies to respond</p>	<p>Review</p>
<p>Post incident recovery and debrief measures</p>		

Signature of SLT member Date

Signature of Class Teacher Date


Signature of Support Staff Date

Signature of Parent / Carer..... Date

Appendix 6 – Playtime Charter


We in Class, all agree to follow the Playtime Charter and Golden Rule

St. Michael's Woolmer Green School
Playtime Charter



- ✓ Always be polite.
- ✓ Play sensible games.
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
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St. Michael's Woolmer Green School
Golden Rule

At St. Michael's Woolmer Green School, we will follow the **'Golden Rule'** (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

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Sign Below: