

# WELBECK PRIMARY SCHOOL



## BEHAVIOUR POLICY

### Including Anti Bullying

Approved	June 2024
Next Review	June 2025

## **Monitoring the Effectiveness of this Policy**

Any policy needs full implementation by all staff and the support of parents if it is to be effective. This policy is available to all staff, including those new to our school and supply teachers. All parents can access this policy on our website or may request a hard copy.

The policy was devised in consultation with pupils, staff, parents and governors.  
It is reviewed on an annual basis each September and every three years by the governing body.

Our behaviour and anti bullying policy has been written with reference to the following school policies.

- RSHE
- SMSC
- Race equality
- Handling policy

## **Our Aims**

- To work in partnership with parents/carers to ensure all members of the school community are treated with respect
- To develop self discipline and self control in pupils.
- To enable effective learning to take place in a safe, calm environment.
- To outline clearly the structure of rewards and sanctions to ensure consistent practice
- To encourage positive learning behaviours and ethos
- To motivate and reward pupils making responsible choices

## **Ethos**

We believe that children learn best when they feel valued and respected. For a child to have the opportunity to reach their full potential the school environment must be a safe place where children are aware of the rights and responsibilities of all members of the school community. Our approach seeks to praise and encourage, responding to children as individuals and helping to raise their self esteem.

It is essential that children are helped and encouraged to be responsible for their own actions together with consequences if they are to learn positive ways of behaving.

We reward behaviour which supports our belief that everyone is entitled to care, courtesy and consideration. Clear and consistent routines have a positive impact on pupils' behaviour.

## **Promoting a Positive Attitude to Learning and Improving Behaviour**

### **Whole School Community**

- All staff should demonstrate and clearly communicate the behaviour they wish to see.
- All staff recognise and highlight positive behaviour as it occurs.
- Assemblies are used to introduce each SMSC/RSHE and Rights Respecting themes as well as the school values, and to share examples of them.
- There is a weekly whole school achievement assembly led by the Headteacher.
- End of term awards ceremonies celebrate achievement.
- Parents and carers are invited into school for assemblies, awards and special events.
- Other assemblies celebrate diversity and promote citizenship.

Children in Foundation Stage follow the six 'Golden rules' and in KS1 all classes follow the 'Give me 5' rules which is appropriate to their age and reinforced in class and assembly.

Pupil voice is sought through the school council, class discussion, pupil interviews, circle time, individual questionnaires and regular class feedback opportunities.

There is a playground charter shared with the children and displayed around school. Midday Supervisors are aware of rewards and sanctions particular to the key stage they work with.

Positive behaviour at lunchtimes is rewarded with stickers and certificates, awarded by the Midday Supervisors daily, in achievement assemblies or end of term awards ceremonies. Playground friends are

appointed to help on the KS1 playground. Young sports leaders and Peer Mediators are trained to assist in KS2.

### **Classroom**

At the beginning of the year a Class Charter is drawn up with the children, leading to an agreed set of class rules based on rights and responsibilities and respect. This is referred to throughout the year.

Through the RSHE/SMSC curriculum children are taught the social and emotional aspects of learning. Children are involved in setting and reviewing their own targets termly.

### **Rewards**

Each class has their own reward system often linking to the class topic. When a child has shown good behaviour they receive something towards their chart, working towards a prize for a suggested total.

**Here are some examples of the rewards at Welbeck Primary School.**

### **Foundation**

Verbal praise /positive comments

Stickers

Happy and sad face chart

Golden rules displayed

### **Key Stage 1**

Individual

- Verbal praise and stickers
- Responsibilities (class monitor roles).
- Parents informed of good behaviour and effort
- Name in school achievement book
- Names in the box for Friday treat
- Work displayed, shown to other classes
- Star chart in hall

Whole class

- Activity choice – Computing, P.E , Art activities etc
- Topic reward charts
- Special visits arranged.
- Class tick chart
- Table points for cushions

### **Key Stage 2**

Individual

- Verbal praise and positive encouragement
- Reward system sometimes linked with topic theme
- Parents informed of positive behaviour
- Class monitor roles
- Names in achievement book
- Work shared with other classes/SLT
- Stickers / Star chart in hall

### **Whole class rewards**

- Table points for cushions
- Golden time – choice of activities
- Marbles/gems in a jar / Tag in the Bag
- Jigsaw pieces

## **ADDRESSING UNACCEPTABLE BEHAVIOUR**

When unacceptable behaviour occurs it is important that adults respond to the child as an individual and that the response and language used is age appropriate. Adults should endeavour to remain calm and make clear that it is the behaviour that is not wanted rather than the child.

### **The following behaviour is considered unacceptable:**

- Verbal abuse
- Physical abuse-fighting, hitting, pushing.
- Racial/homophobic/sexual abuse and harassment
- Bullying
- Talking back
- Non-cooperation
- Continued rough play
- Low level disruption to learning

### **Sanctions/Planned consequences**

The teacher, in the first instance, will try to pre-empt unwanted behaviours by proactive strategies such as diversionary tactics and recognition of triggers for behaviour, but should unacceptable behaviour of any sort occur, these are the sanctions which will happen. The consequence will match the primary behaviour.

The child may:

- Be tactically ignored by the teacher/adult
- Be spoken to by the teacher/adult and reminded of the acceptable behaviour.
- Have their name taken written on the board as a warning.
- Miss part of or a whole playtime and stand by the wall
- Be moved to another seat in the classroom.
- Loss of privilege (e.g. loss of 'Golden Time')
- Be sent to work with another class for a limited period with visual timer (KS1)
- Be sent to sit in the hall at playtime. (Supervised by the Phase leader/Deputy Head).
- Be sent to the Headteacher /Deputy Head.
- Receive a fixed term exclusion from school.

Continued rough play, fighting, verbal or physical abuse will result in:

- A verbal warning with short time out period
- Time out indoors supervised
- Report card used to record daily behaviour
- Meeting with parents and Headteacher

### **Major Incidents**

All serious incidents are recorded on a behaviour incident report form\* and may be put on the child's file. These reports are monitored by the Headteacher and Deputy to track repeat offenders or victims. If the behaviour incident is bullying, homophobic, racist or sexual harassment or abuse, a separate incident form\* will be used, swift action will be taken and parents informed.

For major or persistent challenging behaviour, parents will be immediately informed either verbally if possible or in written form. They will be asked to come and discuss their child's behaviour. The child may then be put on report and a behaviour contract will be drawn up and signed by all concerned.

Vicious or aggressive behaviour of any kind will not be tolerated and may lead to an immediate fixed term exclusion. This will be a last resort and is extremely serious. The child will have a P.S.P. (Personal Support Plan) drawn up with targets, actions, strategies and support identified. Following a fixed term exclusion parents will be invited to a re integration meeting

## **Supporting Pupils**

Our aim is always to support children who exhibit challenging behaviour and to try and understand the reasons why such behaviour may be occurring. The following strategies and interventions are used:

- A drop-in session with the school counsellor is available to all children (with parental consent) once a week. Pupils may be referred for a course of counselling in school if a need is identified. This will follow liaison with school, home and the counselling service.
- Learning mentors will use a range of interventions to enable targeted children to access the curriculum and reduce unacceptable behaviour.
- Children with emotional behavioural difficulties will be referred to the SENCO. A provision map can be used to support behaviour and learning.
- Children at risk of displaying challenging behaviour outside the classroom may be supported by a play worker and or given access to the lunch time club
- 'Playground friends' and 'Peer mediators' trained UKS2 children in the playground are available to help and befriend others.
- Children may be supported in the classroom either in a small group or 1:1
- Children and staff may create a behaviour contract with clear sequential steps and targets, shared with the child and parents to enable the child to be monitored and supported.

## **Guidance for staff**

### **Guidance on dealing with repeated behaviour issues.**

- Think about when and where the problem occurs to identify patterns and triggers
- Look at the antecedents of negative behaviour.
- Identify times when the behaviour is reduced or not present at all.
- Consider working with another member of staff on a solution focused approach.
- Ask for advice from outside agency if appropriate

### **Support**

#### **In school:**

- School counsellor
- SENCO
- SLT
- Learning mentors
- Teaching assistants
- Another member of staff

#### **Outside Agencies:**

- Educational Psychology Service
- Inclusive Education Service
- School Paediatrician
- Family Support workers
- Behaviour Support Team
- School nurse
- CAMHS

## **Positive Intervention including de escalation strategies**

Staff are trained to control or restrain pupils and follow guidelines provided. No child is to be handled or restrained unless there is a real and serious risk of them injuring themselves or others. Verbal de escalation strategies will be used initially. In extreme circumstances a child will have a risk assessment\* to identify the risks to themselves and others and may have a specific handling policy.\*

Children are expected to be co-operative so no handling should be necessary. If handling is necessary staff follow the guidelines and record in detail as near to the time as possible. Staff must have time to talk through the incident as well as the child involved. Parents will be informed. Sanctions will be used as appropriate.

## **Supporting Parents and Carers**

- Staff are available by appointment throughout the school year to discuss pupils if parents / carers have any concerns.
- Parents / carers have access to the school counsellor for confidential support.
- Termly parents' evenings are arranged to discuss pupil progress. Provision maps and any other pupil interventions are shared.
- Teachers will seek to regularly update parents on progress if a behaviour contract has been arranged with their child.

## **Please Note**

We must stress to parents that it is not our policy to condone a 'hit back' approach but we will ensure that all incidents are dealt with seriously following the guidelines outlined in this policy.

## **Bullying – A guide**

At Welbeck we believe it is the basic right of all children and young people to receive their education free from humiliation, oppression and abuse in a safe and calm environment.

We have the responsibility to create and maintain a safe and secure environment at school for all pupils.

Equally all adults at Welbeck have the right to work free from harassment, humiliation, intimidation and abuse.

### **Definition**

Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate;
- There is a power imbalance that makes it hard for the victim to defend themselves;
- It is usually persistent.

It can be inflicted on a child by another child or an adult.

## **What does bullying look like?**

Bullying can include:

- Name calling;
- Taunting;
- Mocking;
- Making offensive comments;
- Physical assault;
- Taking or damaging belongings;
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet;
- Producing offensive graffiti;
- Gossiping and spreading hurtful and untruthful rumours;
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture;
- Bullying related to appearance or health;
- Bullying of young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying, harassment or abuse.
- Online bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Homophobic bullying and using homophobic language**

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is unacceptable as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We should challenge the use of homophobic language even if it appears to be being used without any homophobic intent.

### **Where does bullying take place?**

Bullying is not just something that happens at school. It may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Children need to be taught safe ways to use the internet and encouraged to consider their own online behaviour.

Whilst most incidents of Cyberbullying occur outside of school, we offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- Young people;
- Young people and staff;
- Between staff;
- Individuals or groups.

Children are often held back from telling anyone about their experience either by threats, a feeling that nothing can change their situation, that they may be partly to blame for the situation or that they should be able to deal with it themselves.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated.

Please note, pupils are **not** permitted to bring smartphones to school. This is to prevent incidents of online bullying and safeguard Welbeck students.

### **Indicators**

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. Children may also choose to avoid locations and events which they had previously enjoyed - changes in attitude towards schools or organised activities are particularly significant.

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route;
- Feeling ill in the mornings;
- Beginning truanting;
- Beginning to perform poorly in their school work;
- Coming home regularly with clothes or books destroyed;
- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;
- Attempting or threatening suicide;
- Crying themselves to sleep, having nightmares;
- Having their possessions go missing;
- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;
- Refusing to talk about what's wrong;
- Having unexplained bruises, cuts, scratches;
- Beginning to bully other children/siblings;
- Becoming aggressive and unreasonable.

All should be taken seriously and the behaviour discussed between parents/carers and schools.

### **The Child Bully**

Children sometimes bully others because

- They are bullied or have been bullied themselves and are taking it out on someone else;
- It feels like fun;
- They dislike or are jealous of someone;
- They feel powerful and respected;
- It gets them what they want;
- They have problems in their life that are making them feel bad.

Those working with children who bully should recognise that they are likely to have significant needs themselves.

### **The Bystander**

The bystander has an important and significant role in bullying. People who bully others are often trying to impress their peers, either by looking tough or funny. Without bystanders to watch the reaction of the victim, the bully will not gain their gratification.

Research has identified the following reasons why students did not intervene

- It might be me next;
- It's only a bit of fun;
- Ignore it and it will go away;
- They deserve it.

### **How bystanders can help**

Encourage your children not to be bystanders by telling them to:

- See it, get help, stop it;
- Tell them that by not doing anything they are encouraging the bully;
- Support them if they decide to tell the bully to stop but only if they feel safe to do so;
- Discuss with them ways in which they might help the victim such as forming a friendship group for the person being bullied to make sure they are not isolated;



- Listen and support them if they tell you about bullying;
- Tell them not to forward unkind messages via email or texting.

### **Protection**

All settings in which children are provided with services or are living away from home should have in place anti-bullying strategies. This includes youth clubs and all other children's organisations as well as all schools.

- Support should be offered to children for whom English is not their first language to communicate needs and concerns;
- Children should be able to approach any member of staff within the organisation with personal concerns.

In order to maintain an effective strategy for dealing with bullying, the traditional ideas about bullying should be challenged, e.g.

- It's only a bit of harmless fun;
- It's all part of growing up;
- Children just have to put up with it;
- Adults getting involved make it worse.

**Clear messages must be given that bullying is not** acceptable and children must be reassured that significant adults involved in their lives are dealing with bullying seriously. Some acts of bullying could be a criminal offence.

A climate of openness should be established in which children are not afraid to address issues and incidents of bullying.

Consideration should always be given to the existence of any underlying issues in relation to race, gender and sexual orientation. This should be addressed and challenged accordingly.

Where a child is thought to be exposed to bullying, action should be taken to assess the child's needs and provide support services.

If the bullying involves a physical assault, as well as seeking medical attention where necessary, consideration should be given to whether there are any child protection issues to consider and whether there should be a referral to the Police where a criminal offence may have been committed.

Where appropriate, parents should be informed and updated on a regular basis. They should also, when applicable, be involved in supporting programmes devised to challenge bullying behaviour.

### **Issues**

Practitioners may often be in the position of having to deal with the perpetrators as well, as the victims of bullying. Bullying behaviour may in itself be indicative of previous abuse or exposure to violence.

Where bullying exists in the context of gang behaviour, there should be an institutional, as well as an individual, response to this.

Both victims and perpetrators of bullying can benefit from assertiveness training where this is available.

### **School references/ examples:**

- Golden rules for Foundation
- Give me 5 for KS1
- School rules
- Playground charter
- Behaviour incident form
- Bullying/Racial/Homophobic/Sexual harassment or abuse incident form
- Risk assessment
- Individual handling policy
- Record of incident requiring RPI
- Daily report card



# WELBECK PRIMARY SCHOOL RULES

Always work hard and try your best.

Be polite and have good manners.

Use only kind words to each other.

Show care, consideration and respect  
for everyone.

Look after all equipment and school  
property.

*Remember: Never settle for less than your best!!*

