

ST WILFRID'S CATHOLIC PRIMARY SCHOOL



BEHAVIOUR & DISCIPLINE POLICY

January 2024

Article 12: Every child has the right express their views, feelings and wishes in all matters affecting them, and have their views considered and taken seriously.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

This policy is designed to promote and maintain positive behaviour at St Wilfrid's Catholic Primary School.

At St. Wilfrid's we have a clear understanding of how we expect our children to behave and why. We recognise the need for individuals to be secure and safe in their environment and to know what the boundaries are and how they relate to our school ethos.

Our school mission statement promotes the development of respect and love for the individual, showing caring attitudes to one another within our school community and in the wider community. This message is displayed prominently around the school.

Our school aims to recognise the need to guide and teach children to achieve an intrinsic understanding of what is right. We do acknowledge that part of educating the whole child is educating them socially to recognise right from wrong in themselves and others. As a school community we have embraced the outcomes of Every Child Matters and strive to ensure our school is a safe and secure place to be.

As a Catholic school, our motivation is directly underpinned and associated with Christ's teaching, and we aim to follow Christ in our actions - this is explained and presented to the children at their level to give them the understanding they need to take personal responsibility for their actions.

To support everyone in achieving our schools mission statement, we have rules that we refer to, to reinforce our common aims. These rules are often referred to as a prompt about our expectations of each other. Please also read, to cross reference, our Anti-Bullying policy.

Our Behaviour Policy assumes that:

Our school values of respect, responsibility, resilience, integrity, inclusion and aspiration are embedded in everyday life at St Wilfrid's Catholic Primary School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment. Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff must adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves. We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. It is important that our Behaviour Code is clear and well known by all children and parents and is consistently applied by all staff.

"At St Wilfrid's Primary School, we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour."

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In developing this policy, the school has considered:

The Education and Inspections Act 2006, Chapter 40, Part 7 - Discipline, Behaviour and Exclusion.

The UNICEF Convention on the Rights of the Child (in particular, Articles 19, 24, 28 and 29)

Our school mission, which is to Love, Care, Share and Respect

It will be applied in all lessons, teaching sessions, assemblies, Collective Worship and Hymn Practice, in After School clubs, at lunchtime and at playtimes.

In December 2020 St Wilfrid's gained the UNICEF Rights Respecting School Silver Award.

The purpose of this policy is to:

- Reward commendable behaviour
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.
- To reduce the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation.

Much support is of an informal nature. A prompt word of praise or an immediate checking of misbehaviour is taken as first steps in counselling.

Each class teacher has specific responsibility for his/her pupils regarding behaviour and disciplinary problems both in the classroom and those raised by other colleagues. Behaviour - positive or unacceptable - may be dealt with by any member of staff, and, as such, rewards or sanctions instigated by any member of staff should be recognised as of equal importance.

All staff have the support of the Head teacher, the Senior leadership team and have access to external professional support services where needed.

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PARTNERSHIP WITH PARENTS

A strong partnership between home and school is of real benefit to children. At St Wilfrid's we strive to work in partnership with parents. This ensures a consistent approach. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. Where the teacher deems it appropriate, they will speak with parents at an early stage. If the Head Teacher considers a problem serious enough, the parents will be contacted, and a meeting arranged where the matter will be discussed with a member of the Senior Leadership Team.

We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

Staff will actively teach all children that if they are being subjected to unwanted behaviour they should tell an adult about their concerns.

We want to build on the strong partnership between home and school:

- By keeping you informed of good work and good behaviour
- By letting you know if your child chooses to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

Keeping the school informed

We want to know at an early stage of any concerns that you or your child may have. We will endeavour to put things right as soon as possible and request that you contact your child's class teacher in the first instance with any concerns. The issue will be investigated and reported back to you in a timely manner.

REWARDS - THE POSITIVE SIDE OF DISCIPLINE

At St Wilfrid's we want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well. We aim to focus, as much as possible, on a positive approach of encouragement and praise.

Praise is given in many ways and includes:

Classroom systems rewarded and celebrated daily in individual classes:

House Points - awarded for particularly good work in class, for homework, or for good behaviour noticed around school. These may be awarded by any member of staff. Each week, the winning house will be recorded and the house with the most points at the end of the half term will gain extra play with the play equipment.

Class Dojos These are points awarded on an interactive Class Dojo reward system, they are specific so positive behaviour can be celebrated /discussed. These are awarded by class staff and can encourage students for any skill or value - whether it's working hard, being kind, helping others or something else. Points are collected and rewarded at the end of each week by the class teacher.

NB - Nursery will use a visual behaviour monitoring system before introducing class Dojo in the Summer term as part of their transition to Reception.

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Whole school systems celebrated in assembly each week with the award of a certificate:

Merit Award - awarded by class staff.

Wise Owl Award - awarded by class staff.

Sport Award - awarded by the class teacher/sports coach.

Music Award - awarded by the class/music teacher.

Values and Virtues Award - For demonstrating the current Value or Virtue - these are awarded by the class teacher.

Uniform award - Awarded each week to a child/ren who wear our uniform with pride.

Awards 3-9 are referenced in the weekly newsletter.

Stars (Juniors) and Smiley faces (Infants) - awarded to classes for lining up at the end of play/assembly/lessons and entering and leaving the classroom/hall correctly. The class with the most stars and smileys each week is rewarded with extra play.

Additionally, one class from the Infants and one class from the Juniors is chosen each week by the Lead Lunchtime Supervisor as an example of excellent playground behaviour. The winning class is awarded a certificate to be displayed in their classroom.

Praise Postcards - these are posted, to one child per class each, half term to recognise exceptional behaviour, effort, or attainment.

In addition, further, on the spot, rewards might include:

- A visit to a member of staff responsible for a subject in which the child has excelled
- A visit to a senior member of staff
- A sticker
- A quiet word, a smile, etc.
- A word to a parent
- A mention on the school's Twitter feed, website or newsletter

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SANCTIONS

There are a variety of sanctions in place which may be imposed for misconduct. Our emphasis is on choice. However, if a child chooses to misbehave, consequences will follow.

Sanction systems include:

Immediate checking of behaviour: A clear verbal warning and a reminder of what is expected.

Second verbal reminder: A short time out 1-5 minutes, within the classroom at the discretion of the teacher, in order to enable the child to consider their actions and to enable the remainder of the class to continue their learning.

Sent from class with work - Repetitive disruption to learning will not be tolerated and could result in an internal exclusion to agreed 'buddy class' to complete work. Work to be shared with staff during their break time. If a child is sent out 3 times in a week, child to be sent to senior staff.

Referral to senior staff/Headteacher - Children to explain their behaviour to Phase Leaders and reflect upon their actions to avoid any repeat of such behaviour in the future. There may be, where it is deemed necessary, discussion with pupil and parents. In such cases, a behaviour monitoring sheet may be implemented. (***Appendix A**)

Meeting between parents and Class Teacher -To discuss behaviour and encourage a consistent approach to behaviour management between home and school.

If a behaviour plan fails to have the desired impact the school will seek the support of external agencies

Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again.

Aggressive behaviour will lead to an immediate referral to senior staff. This would be discussed during a phone call to parents and a discussion with the child.

Behaviour incidents will be recorded on our electronic monitoring system CPOMs. Phase Leaders will be informed. The Head Teacher and SLT will be informed of all serious incidents involving physical contact.

Fixed term exclusion

Permanent exclusion

NB - *It may not be appropriate for all four sanctions to be followed methodically - some instances may require action immediately, for example, where the child is responsible for verbal or physical assault against another pupil or an adult, which includes:*

- *fighting, violent behaviour, wounding, obstruction and/or jostling,*
- *verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence,*
- *aggressive behaviour, causing or potentially causing harm,*
- *swearing,*
- *homophobic abuse and harassment,*
- *racist abuse or harassment,*
- *carrying an offensive weapon*

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At lunchtimes, playtimes and after school clubs,

Poor behaviour choices will result in:

Time out - they will miss the rest of the lunchtime playtime /club.

Dinner staff will deal with any incidents in the first instance, reporting misbehaviour to the class teacher when necessary and will refer to a senior member of staff, deputy/head teacher, when/if appropriate.

Parents will be spoken to at the end of the club, to ensure a consistency in approach. If the inappropriate behaviour occurs for a second time, this will result in them losing their place at the club. In the case of severe misbehaviour, they will be excluded from the club after the first incident.

Occasionally if staff believe the whole/majority of the class have made the wrong choice, they might decide that in order to enable further investigation/reflection, the class may remain in class for part of their break time/lunchtime.

SEND

Every child is created in 'God's image' and this tenant of our Catholic faith is something that the Governors and staff at St Wilfrid's hold very firmly. We recognise that some children with additional or complex needs may struggle with behaviour. We will always strive to support these children through supervision, outside agency support and different strategies. In some cases, external agencies may run their own systems of reward and sanction appropriate to the individual.

We will work closely with the parents to ensure that the children's needs are met within our setting and support the child and family if a main school setting is not suitable to meet their needs.

PASTORAL TEAM AND OTHER EXTERNAL AGENCIES.

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate the support of external agencies, including

- The education psychologist - for behaviour in school
- City of Birmingham School (COBS)
- SENAR for advice to do with issues of behaviour or welfare in school

For some children, where difficulties with behaviour is persistent, they will be referred to a member of our school Pastoral Team, where they will be supported through a variety of strategies that are deemed appropriate (e.g 1 to 1 work, mentoring) or referred for work with our Mental and Emotional Health Worker.

Where children are exhibiting ongoing difficulties in their relationships with others either in class or on the playground, we may implement a pastoral support log to help track and identify issues or triggers. **(Appendix B)**

Nb: Work with the Pastoral Team is not always solely related to behavioural difficulties.

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MORE SERIOUS BEHAVIOURAL ISSUES IN SCHOOL

Serious incidents are defined as:

- Behaviour that poses a danger to the child
- Behaviour that poses a danger to others
- Behaviour that causes damage to school or another person's property.

In the case of pupils who exhibit challenging behaviour in school the following procedures will be followed

- The parent will be asked to attend a meeting about the concerns raised by the school.
- Behaviour may be monitored through the use of a home/school communication book.
- A Behaviour plan may be drawn up.
- Specialist services may be involved if necessary. E.g. Behaviour Support Services.
- The effectiveness of any behaviour plan will be monitored and further behaviour plans drawn up as required.

Exclusions

Serious or repeated incidents may result in a fixed term or permanent exclusion from school.

- Possible reasons for exclusion are:
- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling
- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules

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Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only physically intervene as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only employ positive handling techniques when the risks involved in doing so are outweighed by the risks involved by not. Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary 'Team Teach' training.

Date: January 2024

Signed: Chair- Mary Higgins

To be reviewed: **January 2025**