

ST. WILFRID'S BEHAVIOUR POLICY

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 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 the 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 in order 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 in cross reference to our Anti-Bullying policy.

Code of Conduct

- ◆ All members of the school community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should show regard for their fellow pupils.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ Children should walk (not run) within the school.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- ◆ Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- ◆ Foul or abusive language should never be used.
- ◆ Children are expected to be punctual.
- ◆ Children should not bring sharp or dangerous instruments to school.
- ◆ Children should wear the correct school uniform.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

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It is conveyed to pupils through

- Behaviour targets
- School and class reward systems
- Circle time
- SEAL

Rewards

Rewards for following these rules well leads to the children in Reception to Year 2 being awarded a 'smiley face' on their class chart and a 'star' for key stage two children. These charts are shared at our 'celebration assembly' each Thursday, so the class, or classes, that achieve the most can be praised and have additional playtime. The smileys and stars can be awarded by class staff and the lunchtime supervisors.

Our Playground Rules

To support the children whilst at play we have the following playground rules on display, they are:

1. We play together and we look after one another.
2. We respect the grown-ups on duty.
3. We let other children get on with their own games.
4. We stand still when we hear the signal and walk sensibly to our lines.
5. We put our litter in the bin.

Play time incidents [breaks or lunchtime] are used in circle time to enable the children in the class to try to recognise issues and how to resolve them. The children reflect on why and how they responded and consider how to deal with incidents in the future.

Wet playtime rules

These follow the same rules as for the classroom and will also indicate what the children may do/use during indoor breaks.

There are specific activities that are for the use of wet play times to encourage social skills such as sharing, co-operation as well as having fun with friends. Each class should have monitors to ensure these 'wet play' games are returned to the correct place after breaks are over.

Lunchtime Rules

During Lunchtime, the Lunchtime Supervisors will use the school rules, house-points, stickers and lunchtime awards to praise children.

They will remind children of appropriate behaviour and give them 'time out' to reflect on inappropriate behaviour (5/10 minutes). If time out does not show an improvement in behaviour, the child(ren) will be given a second warning and 'time-out'. If a third warning is needed he/she will be sent to the Head or Deputy if the behaviour has remained unchanged.

The class teacher would always be informed or appropriate member of staff, straight after lunch. Severe behaviour - swearing or fighting will be investigated initially by the Lunchtime Supervisor, reported to the Senior Supervisor. Serious incidents are brought to the Head Teachers (or other member of the Senior Management Team) notice and details noted. The class teachers are always informed and where necessary record the incident and may continue any appropriate action to support the children and situation to be resolved.

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Classroom Rules/Rewards/Consequences

All classrooms have class rules that are created in the first week by the children and their class teacher. These are created to empower the children to support a classroom environment that supports learning and teaching. These rules will make clear agreed expectations of behaviour from the children. These complement the school rules and ideally will have no more than five rules. Class rules are displayed prominently in the classrooms.

Rewards

We acknowledge that in order to achieve a level of self worth we need to 'teach' the children what is worth valuing and what expectations we have for them: Extra rewards naturally reinforce understanding and give pleasure and confirmation of efforts to children, parents and staff.

We have a range of rewards as follows:-

All children from Reception to Year Six are in house teams - St. Matthew, St. Mark, St. Luke, and St. John. Children receive house points for their house team for work/effort/attitude/behaviour. Each week we award the house team with the most points a star to indicate the weekly winner and they are publicly applauded. The house that gains the most stars, gains 10 extra minutes play or other agreed awards at the end of term.

For children's work/attitude/effort/ in addition to frequent praise from Staff, a child(ren) from each class receives a merit certificate which is awarded in our whole school celebration assembly each Thursday. Often work is shared with the whole school to publicly praise standards of work and effort. Each week in the newsletter the children are named and praised for achieving a merit certificate.

Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

St. Wilfrid's Catholic Primary School's Good Behaviour Badge scheme is based on the awarding of stars/beads or stamps, through which children can be rewarded for non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Children are awarded badges once they have ten (or multiples of ten) stamps or stars. They receive their badges in Merit assembly. We encourage the children to wear their badges with pride.

Individual Merit certificates are awarded each week during Merit Assembly. The names of the children due to receive a merit or badge on Thursday are published in the weekly Newsletter on Friday.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Other types of awards are:

- Non Verbal praise
- Verbal praise
- Written praise

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Stickers

Stickers and stamps in books by Class teacher and Head Teacher.

Sharing work with other teachers/classes.

Sharing good news with Parents

Working with parents

Working with parents is seen as essential to keep them informed and to support good behaviour and reinforce the same message to children who need additional support with their behaviour. Where necessary a meeting is held to discuss concerns with the child and parent and teacher. In some instances a 'monitoring' sheet may be put into place to note the outcomes of class sessions or break times to record against an agreed target for the child. This supports regular reminders to the child of expectation and involves the home and school liaising daily about the child's behaviour. This continues for two weeks to see an improvement.

Senior Staff should be informed if a behaviour monitoring sheet is put into place for any child. If after the two weeks significant improvement has not been seen, then the HT/DH become involved, supporting the staff, child and parent. There will be agreed targets for a set period of time to support improvement.

At all times staff can call upon the advice of outside agencies to support the management of children's behaviour including the behaviour support service and the educational psychologist.

Serious Incidents

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

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

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

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

By using a positive system of rewards and reinforcing good behaviour, St. Wilfrid's Catholic Primary School fosters children's positive self-esteem.