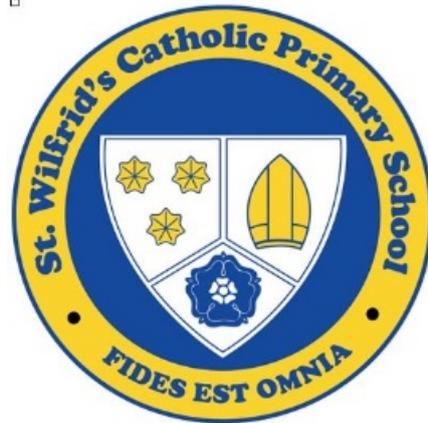


# ST WILFRID'S CATHOLIC PRIMARY SCHOOL



## BEHAVIOUR & DISCIPLINE POLICY

September 2018

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.

**Our Behaviour Policy assumes that:**

- children have the right to learn and teachers must be enabled to teach them
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

In developing this policy, the school has taken into account

- 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.

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 important.

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

Often, such incidents of misbehaviour will be reported on the school's internal electronic record system, which ensure that all necessary parties within school are informed, so that actions required are clearly outlined and so that patterns in behaviour can be identified.

## **REWARDS - THE POSITIVE SIDE OF DISCIPLINE**

At St Wilfrid's we aim to focus, as much as possible, on the positive approach of encouragement and praise.

Praise is given in many ways and includes -

1. **House Points** - awarded for particularly good work in class, or for good behaviour noticed around school - the winning house, each week will be recorded and the house with the most points at the end of the half term will gain extra play with play equipment
2. **Table Cards** - each 'home' table in the classroom can be awarded table cards as a reward, with the table with the most cards at the end of the week being awarded a treat, decided upon by the class teacher
3. **Stamps on Cards** - these are awarded at the end of a lesson/assembly/hymn practice/afterschool club to children who have worked particularly hard during that lesson: for every 10 children in a group, one can be awarded, so, for example, if there were 30 children in a group, 3 can be awarded. When a stamp card of 10 is complete, the children are awarded with a badge of that colour to wear on their uniform, with pride
4. **Merit Award** - these are awarded by the class teacher and certificates are given out during Celebration Assembly each week - these may be for anything exceptional that has happened that week
5. **Wise Owl Award** - for exceptional written work - these are awarded by the class teacher and a certificate and the Wise Owl are given out during Celebration Assembly each week
6. **Sport Award** - for exceptional sport - these are awarded by the class teacher and a certificate is given out during Celebration Assembly each week
7. **Music Award** - for exceptional music - these are awarded by the class teacher and a certificate is given out during Celebration Assembly each week
8. **Values and Virtues Award** - for demonstrating the current Value or Virtue - these are awarded by the class teacher and a certificate is given out during Celebration Assembly each week

Awards 3-8 are referenced in the weekly newsletter.

9. **Praise Postcards** - these are sent to the home of one member of the class each half term to recognise exceptional behaviour
10. **Stars (Juniors) and Smiley faces (Infants)** are awarded to classes for lining up properly and entering and leaving the hall correctly. The class with the most stars and smileys each week will be 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 playground behaviour. The winning class is awarded a certificate

In addition, further 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
- Treats from a treat box
- A sticker
- A quiet word, a smile, etc.
- Being allowed a special responsibility
- A word to a parent
- An additional reward system specific to their class
- A mention on the school's Twitter feed, website or newsletter

## **SANCTIONS**

There are a variety of sanctions in place which may be imposed for misconduct:

Sanction system

1. **Immediate checking of behaviour**, which can include verbal and non-verbal indications of disapproval. The child will, therefore, be given the opportunity to regulate their behaviour.
2. **Second verbal reminder** -Short time out (1-5 minutes) isolated from group, 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 group to continue their learning.
3. **Sent from class with work** - to agreed 'buddy class' to complete a written task, to be shared during break with staff - therefore they will miss their break time. If a child is sent out 3 times in a week, child to be sent to senior staff.
4. **Referred to senior staff/the Headteacher** where a variety of sanctions may be put into place - see further on for more detail. There may be, where it is deemed necessary, discussion with pupil and parents. In such cases, a behaviour monitoring sheet may be implemented at this point.

**NB** - It may not be appropriate for all four sanctions to be followed methodically - some instances may require action immediately at level 4, 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, causing or potentially causing harm, aggressive behaviour, swearing, homophobic abuse and harassment, racist abuse or harassment, verbal intimidation, carrying an offensive weapon

**At lunchtimes, playtimes and after school clubs**, work will not be provided at step 3, but a longer time out will result - they will miss the rest of the lunchtime playtime /club.

Dinner staff will report misbehaviour to the class teacher, where necessary and will refer to the head teacher, when appropriate.

Parents will be spoken to at the end of the club, in place of step 4. 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. This will include,

- 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, causing or potentially causing harm, aggressive behaviour, swearing, homophobic abuse and harassment, racist abuse or harassment, verbal intimidation, carrying an offensive weapon

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.

Where the child has reached step 4, there are a variety of sanctions which may be used, which include -

- Time out of the class near to the Head or Deputy Head Teacher's office, during the lesson and playtime/lunchtime
- Completion of work or another written task during the lunchtime/playtime
- Loss of privileges - after school clubs, use of equipment at playtime
- Behaviour report

### **WORKING WITH PARENTS**

At St Wilfrid's we strive to work in partnership with parents. This ensures a consistency of approach. In the event of misbehaviour, where the teacher deems it appropriate, they will speak with parents at an early stage.

If the Head Teacher considers the 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.

The school aims to work in partnership with the parent in order to maintain high standards of discipline and behaviour in school.

### **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.

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 (eg, nurture group, 1 to 1 work, mentoring) or referred for work with our Mental and Emotional Health Worker.

Work with the Pastoral Team is not always related to behavioural difficulties

### **MORE SERIOUS BEHAVIOURAL PROBLEMS 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

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 may be drawn up.
4. Specialist services may be involved if necessary. E.g. Behaviour Support Services.
5. The effectiveness of any behaviour plan will be monitored and further behaviour plans drawn up as required.

### **Exclusions**

Serious 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

Date: September 2018

Signed:

To be reviewed: September 2020