



**St. Winefride's Catholic Primary School**  
**Behaviour Policy**

**Mission Statement**

Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

**Aims**

It is within this framework that we base our values, including British Values, regarding behaviour and treatment of others.

At St. WINEFRIDE'S, we aim to provide a safe, secure and caring environment for children and for staff in which everyone feels valued and can value and support others.

We wish to provide in our school the opportunity for children to grow - personally, spiritually, academically and socially. We believe that good behaviour, which encourages self discipline and respect for self and others, is fundamental in achieving this.

Following the agreed procedure, we aim to provide a consistent approach to behaviour management, in dealing with incidents, in a calm rational manner.

**Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- The Equality Act 2010;
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school;
- Special educational needs and disability (SEND) code of practice.

**Definitions**

**Inappropriate/bad behaviour include:**

- Name calling that causes upset.
- Pushing and shoving in a rough and deliberately harmful manner.
- Creating a constant disturbance and distracting others.
- Answering adults back and generally being rude,
- Persistent low-level disruption (e.g. shouting out constantly, making silly noises in class, interrupting others.
- Physical and verbal retaliation, in response to another child's actions.
- Damaging property.
- Refusal to cooperate with adults.

**More serious behaviours include:**

- Persistent incidents of any of the above behaviours.
- Repeated breaches of class/school rules.
- Any form of bullying (Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy)
- Distracting other children, persistently, and stopping others from working.
- Refusal to cooperate with adults.
- Swearing.
- Racist, sexist, homophobic or discriminatory behaviour, including offensive/harmful name calling and/or gestures, particularly designed to cause hurt and upset because of another child's gender/gender identity.
- Disrespect towards any religion or disrespectful attitude in RE lessons.
- Damaging property – deliberate minor/petty damage.
- 

Parents **should be** made aware of these behaviours, particularly if they are repeated.

**Very serious behaviours could include:**

- Persistent serious behaviour.
- Physical fighting/violence and intentional physical harm to others.
- Spitting.
- Vandalism – intentionally damaging school property.
- Stealing.
- Malicious allegations against staff members.
- Leaving the school premises.

Parents **will** be informed of any of the behaviours in the last category (3) on the same day as they occurred.

**4) Behaviours which could result in immediate exclusion from school**

- Swearing at an adult or another child in an extreme, direct or threatening manner.
- Extreme violence towards others.
- Physical abuse to any other child or member of staff.
- Putting any member of school, including themselves, in danger (deliberately).

If there is a serious instance of bad behaviour, sanctions are at the discretion of the Headteacher/ Deputy Headteacher and/or parents may be called in immediately.

If the inappropriate behaviour is deemed to be of a SEN nature, then the class teacher will meet with the SENCo and discuss any interventions that may be appropriate. The child may be put on the special needs register and outside agencies may be involved.

**Whole School Behaviour**

At St. Winefrides, excellent behaviour is always expected, and this is encouraged and praised verbally by all staff, both teaching and non-teaching. On a daily basis, the children are expected to behave in a considerate manner towards each other. The children are expected to be well presented, with the correct school uniform being worn always. These, together with such things as movement around school, are considered part of school behaviour.

**Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

At the beginning of the academic year, each class works with their teacher to produce a set of class rules, which are then displayed in the classroom. These rules will be based upon the school's central values and breaking of these rules will result in consequences which are outlined below.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise.
- Communication with parents/carers through the 'DoJo' system.
- Special responsibilities/privileges.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the pupil to a senior member of staff.
- Phone calls home to parents and, in the case of persistent bad behaviour or a single incident of serious bad behaviour, a letter will be sent home to parents.
- Agreeing a behaviour contract or putting a pupil on a 'behaviour report.'

NB/ if a child is on a behaviour report, they will not be allowed to represent the school in any events.

**Off-site behaviour** - Sanctions may be applied, where a pupil has misbehaved off-site, when representing the school, such as on a school trip or sporting, enrichment or art events. 'Off-site' refers to any occasion when a child is wearing school uniform, including out of school time.

## **Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display their own classroom rules.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines and expectations.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting positive behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.
  - Displaying Class Dojo and sharing Dojo points so that children can see they have received recognition for their behaviour.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil, who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **EYFS/Key Stage One**

We implement the Class Dojo system across the school. Dojos are rewarded for good behaviour, and it is clear to the child why they have received a Dojo point – their positive behaviour is celebrated immediately. Parents are alerted of the child's achievement through the Class Dojo App. This alerts the parent straight away and recognises the positive behaviour. Examples of teaching and learning; positive behaviour and work will be shared through the Dojo system with parents and carers.

**At the end of the week, the Class Dojo App allows parents to view the achievements of their child for that week.** Notifications about Class Dojos are also sent to the parent/ carer email address and they can manage the timings of these.

### **Key Stage Two**

1. All children in KS2 belong to a team 'house' and will receive points or Dojos for good behaviour as well as academic achievement. Teachers keep a tally of the number of house points awarded to each child. When a child receives a specified number of house points, they are rewarded a certificate. (Bronze = 100; Silver = 200; Gold = 300; Headteacher's Award = 400).
2. Collectively, as a class, if the children achieve 1000 Dojo points, they are entitled to an extra playtime that is decided by the class teacher. If the children achieve 5000 Class Dojo points by the end of the year, they are entitled to a whole class choice afternoon which is decided by the class teacher (this could be playing board games/ watching a film/ playing outside).
3. Examples of good behaviour and work will be shared with parents through the DoJo system.
4. All class teachers will keep a behaviour book into which incidents of inappropriate behaviour, both in classroom and playground, will be logged. This will then form a record of children's behaviour and may be shared with parents/carers when required.
5. Removing a child from the classroom can be viewed as a form of exclusion and should only be employed if a child's behaviour is extremely disruptive and is hindering other children's learning. This 'exclusion' should not exceed 5 minutes. The child may be sent to the Deputy Headteacher's class or the Headteacher's office to work.

### **Sanctions for problematic behaviour (Whole school)**

If a child has broken the class rules/behaved inappropriately, they will be reminded of the appropriate behaviour expected. If this behaviour persists, they will receive a warning and the consequence of a negative Dojo explained if the behaviour persists. If this behaviour continues, the child will receive a negative Dojo and the reason for this is made very clear when the Dojo is taken away. Parents are informed through the Dojo App so they are aware of this behaviour. There is opportunity for the parent/carers to discuss this behaviour with the class teacher.

On occasion, a child may receive a set period of 'time-out' at the next playtime, and they miss a percentage of their choice time. For FS/KS1 children, time-out could take form of the child remaining with a member of staff on duty, holding their hand or by the wall.

1. If the teacher deems the behaviour warrants more than this, or the child has missed a few playtimes, the child is sent to the Deputy Headteacher.
2. If there is still no improvement in the child's behaviour, the child will be sent to the Headteacher.

At point 2 or 3, the class teacher will have spoken to the child's parents/carers.

3. The final sanction is that the child's parents will receive a formal phone call or letter, which is kept on file, and the child could be put on 'Behaviour Report' for a set period. The period set will depend upon behaviour issues and during this period the child will not be allowed to represent school in any events, e.g. sporting, G+T, cluster events etc.
4. In the event of a single incident of serious behaviour, a phone call may be made, or a letter may be sent out to parents/carers immediately and a meeting to discuss incident arranged.

At the fortnightly Achievement Assembly, children from each class will be rewarded with a St. Winefride's Special Award. These are given to children who have either:

- High standards of behaviour.
- Shown good manners.
- Displayed the school values.
- Produced a high standard of work.
- Has shown real progress in a particular area.
- Carried out good 'deed'.

- A headteacher award is given at these assemblies

Their reward is that, at the end of each term, their name is entered into a class draw. Their photographs are taken and, together with a written comment, outlining why they received award, is stuck into the Golden Book, which is on permanent display.

### **Breaktimes/lunchtimes**

These sanctions apply mostly to KS2 children, but can be applied to incidents in KS1, if appropriate.

1. If a child/children behave (s) inappropriately during breaktimes, they will be spoken to and given a warning and reminded of the behaviour that is expected. If this continues, they will be sent to stand by wall for a cooling off period. (KS1 children will walk around the playground for a stated period of time, holding the hand of a MDA.)
2. Mid-day assistants should be afforded the same respect as any other member of staff. In the dining hall, children are expected to behave in a calm and polite manner, as they would at home. If a child misbehaves during lunch time the Mid-day Assistant will:
  - talk to the child.
  - remove the child from the incident.
  - Ask the child to have 'time-out' to cool down and reflect upon their behaviour and inform the class teacher if behaviour persists.
3. MDA can award children with Dojo points also. This is communicated between the MDA and Class teacher at the end of lunchtime.
4. MDAs will speak to the child's class teacher prior to the commencement of the afternoon session to avoid time wasted in lessons.
5. In the case of a serious breach of discipline, the child will be sent to the Headteacher/Deputy Headteacher.

## **Suspension (exclusion for a fixed period)/ Exclusion**

(Suspension (usually referred to fixed term exclusion) and Permanent)

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

### **Deciding whether to suspend or permanently exclude.**

Only the headteacher can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

### **Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:**

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

### **The decision to permanently exclude a child will only be taken:**

- in response to serious breaches of the school's discipline policy.
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

For a period of suspension up to 5 days the Headteacher/Deputy Headteacher informs the Chairman of Governors (Dr. M. Branch) and the Area Education Officer - 0151-357-6824.

Exclusion longer than 5 days - refer to Cheshire West and Chester Council's Exclusion File.

The Headteacher may also suspend at lunchtime. Reasons are given to parents for the suspension and a reintroduction plan should be formulated as soon as possible.

### **Before a child is excluded the school will have:**

- clearly identified the offending behaviour with the pupil and parents.
- established appropriate sanctions, short of exclusion in an effort to discourage reoccurrence of such behaviour.
- given pastoral support.
- notified the parents of concerns and sanctions taken.
- upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.

- further notification to parents and parental interview.
- upon further re offence, implementation or the exclusion process.

The total number of suspension (fixed period exclusions) given in any one school year must not exceed 45 days.

The parent or guardian of the pupil must be informed immediately if exclusion (suspension or permanent) occurs.

**The following information must be conveyed to the relevant person:**

- the period of suspension,
- the reason for suspension,
- that representation can be made to the Governing body about the suspension,
- the way in which that representation can be made,
- the LA Office is informed.

**The headteacher must write to the parent within one school day of the decision with the information detailed above.**

- the letter should include details for the continuing education of the pupil including the setting and marking of work.
- the right to see the pupil's record.

Suspension during the lunchtime period may be taken to maintain good order and discipline.

It is important that any child returning to school after suspension (fixed term exclusion) is helped to behave appropriately. Full co-operation of parents is essential if the help is to be effective.

These actions will hopefully enable the child to benefit fully from the wide range of opportunities provided by our school. It is the view of Governors and teachers at our school that the importance and benefits of good behaviour cannot be over estimated. We all enjoy a happy, social community at our school. For this to be maintained we need the help and support of everyone involved with our children.

**Definitions**

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.