St. Wilfrid's Church of England Primary School

Behaviour Policy

Our Christian Vision:

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Let all that you do be done in love (1 Cor 16:14)

This policy has been reviewed in light of the Covid 19 Pandemic. Please see the addendum on pages

To be reviewed: .....Autumn 2022.....

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Statement of principles:

Our Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The Headteacher must then decide the standard of behaviour expected of pupils at the school.

This Behaviour Policy was developed in consultation with staff, pupils and governors and is reviewed annually. It is based on the school aims as set out below:

1. We believe God loves us all and every child who attends St Wilfrid's School will develop their faith, their abilities and know how to develop in the world ahead.

2. We aim to enable every child to leave St Wilfrid's, prepared for their futures, confident in themselves and showing care and respect for others.

3. We aim to provide a supportive, secure and stimulating environment within which each child has the opportunity to achieve their full potential in all aspects of their academic, creative, physical, moral and spiritual being.

4. We aim to be a school to which children are proud to belong, which parents are pleased to support and where everyone feels valued and fulfilled.

5. We aim to be a school where everyone is aware of their role in the church, the community and the world, and takes a lively interest in and an active part in all three.

Context

St Wilfrid's CE Primary School is committed to the welfare, safety and protection of every pupil.
Safeguarding and promoting the welfare of children is defined as:
• protecting children from maltreatment;
• preventing impairment of children's mental and physical health or development;
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
• taking action to enable all children to have the best outcomes.

This policy links to other school policy documents, eg. *Anti-Bullying Policy, Health and Safety Policy,Online Safety Policy, Single Equalities Policy, Safeguarding and Child Protection Policy, Attendance Policy, Home School Agreement, Teaching and Learning Policy, Preventing Radicalisation Policy.*

Our **Teaching and Learning Policy** sets out expectations of the learning environment and states that children learn best when they :

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

Classroom Routines and Rules
We believe in positive behaviour management, which promotes good behaviour, self-discipline and respect.

Routines and rules in the classroom contribute to a healthy learning environment.. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but compulsory;
- daily activities with which the children are familiar.

School Rules

Our whole school rules are set out in our **Home School Agreement** which parents are asked to sign on their child's admission to school:

- **Show care, consideration and respect to other children, adults and our school property, buildings and grounds.**
- **Follow the school rules on uniform, jewellery and behaviour.**
- **Do both classwork and homework to the best of our ability.**
- **Act calmly and quietly in and around school and be considerate of the needs of others in the way we act.**
- **Listen to teachers and follow instructions carefully.**

What behaviour do we expect to see happening in our school?

At St Wilfrid's School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

In 2013 we became a Values-based School and part of the local cluster Values Community of schools:

Lancaster and Morecambe District
Values Education Member

We encourage our pupils to display our values at all times and this has a positive effect on reinforcing the behaviour we expect to see:

- We walk in school
- We look after property (our own and that of others)
- We care for each other
- We work hard
- We listen
- We are polite

- We work as hard as we can
- We tell someone if we are unhappy
- We tell the truth
- We take a pride in our appearance and work

Those children who are members of our Junior Leadership Teams understand that they share the responsibility to lead others in school by setting a good example at all times.

Rewards

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. This is done in a variety of ways including:

Verbal praise

Team Points/Dojos (KS2) /Dojos (KS1)

Stickers (including for children displaying our values)

Special Mention Certificates

Praise Postcards

Star of the Week

St Wilfrid's Special Awards

Golden Time

Merit Certificates

Positive marking and feedback

Celebration Assemblies

"Manners" Dojo Points

What behaviour do we not expect to see happening in our school?

- Lack of respect to each other or property
- Use of offensive language (eg swearing, racist or sexist comments)
- Poor attitude
- Bullying

- Rough play or violence
- Dishonesty
- Untidiness (uniform or work)
- Disregard to health and safety (eg. running in school)

Strategies/sanctions

We believe that there is always an underlying reason for poor behaviour and staff are trained in order that their response is appropriate. Every instance of poor behaviour is considered in context before the correct strategy or sanction is applied.

All staff are expected to model good behaviour and display unconditional positive regard towards the children in our care. They consistently reinforce our school rules and high expectations for good behaviour, thus setting the scene for learning and school life. Occasionally, children 's behaviour falls below our high expectations and measures are taken to implement sanctions. It is hoped that at each stage, the sanctions result in improved behaviour.

- One off events or slight disruption will be dealt with by the class teacher, within the classroom. This could be through verbal reminders, changes to classroom organisation (eg seating arrangements) or the use of, for example, a classroom Traffic Light System. If the behaviour is repeated it could result in loss of classroom privileges or playtime.
- If the behaviour continues, the classteacher may involve parents informally and introduce behaviour charts or a home school book. Senior staff may be informed of this if necessary and pastoral staff may be introduced to help identify and support underlying reasons behind behaviours.
- There may be a small number of incidents that are too serious to be dealt with just using the procedures above. In these instances, support from the Senior Leadership Team may be sought. Examples include:
    - *Persistent poor behaviour*
    - *Serious fighting incidents*
    - *Causing physical harm (hitting / kicking / biting)*
    - *Abusive behaviour to another child / member of staff/ other adult*
    - *Use of language that demonstrates discrimination, prejudice or is offensive in any other serious way*

Parents may be informed and asked to speak with the Headteacher about any of these events. Supporting our Christian ethos of forgiveness, a restorative approach

is used wherever possible and behaviour support plans may be implemented as appropriate. (See below)

Zones of Regulation

In order to support our pupils to learn how to self-regulate and manage challenging situations, disruptive emotions and undesirable behaviours, all children will be taught about the Zones of Regulation. They will be given the knowledge, tools and strategies to enable them to understand how their own feelings (and that of their peers) can influence behaviour, how to identify these feelings and successful ways in which they are able to self-regulate and help to manage their own behaviour.

Behaviour Support Plans

Behaviour Support Plans may be used as a means to help support the pupil make correct behaviour choices. It may be necessary to involve the SENCO, Learning Mentor or outside agencies to support this.

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Head teacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;
- Include a timetable for review of progress;
- Should be applied consistently – all members of staff, supply teachers and parents aware.

School should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Special Educational Needs

There may be occasions when a child with specific emotional / behavioural needs requires that the procedures above are amended to meet his/her specific needs. This will be done is consultation between the classteacher, SENCO / Headteacher and parents, as necessary. The child will be involved in the process and understand the rules / systems specifically in place for them.

Anti-Bullying

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

Bullying in any form, by anyone, will not be tolerated at St. Wilfrid's primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

Our Anti-Bullying and Online Safety policies set out clear guidelines for dealing with instances of bullying, including cyber bullying.

Guidelines and Statutory regulations

We follow the following guidelines and Statutory regulations:

- **The Equality Act 2010:**

Requires public bodies to have due regard to the need to:
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
Foster good relations between people who share a protected characteristic and people who do not share it.
Schools are now required to comply with the new Equality Duty.
The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.
Safeguarding children and young people
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

- **Preventing Radicalisation**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2018)
- Working Together to Safeguard Children (2018)

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies

- Preventing Radicalisation Policy
- Acceptable Use (ICT) Policy
- Online Safety Policy
- Anti-Bullying Policy
- Child Protection Policy
- Single Equalities Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct

- Teaching and Learning Policy
- Whistle-blowing Policy
- Valuing all God's Children 2017 (Guidance for Cof E Schools on Homophobic Bullying)

- **Statutory guidance on confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
a. Knives and weapons
b. Alcohol
c. Illegal drugs
d. Stolen items
e. Tobacco and cigarette papers
f. Pornographic images
g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

- **Criminal Law**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been

committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

- **DfE guidance on the use of reasonable force**

Under certain circumstances teachers may exercise their legal power to use reasonable force and do not require parental consent to do so. Examples of such circumstances could be if a child is in danger of hurting themselves or others, damaging property or causing disorder. For example members of staff may physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. (DfE guidance 2013/Sect 89 Education and Inspections Act 2006)

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.
Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year
Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.
Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.
For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.
Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.
Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

Complaints Procedure

From time to time parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the School will ensure that they are dealt with effectively and with fairness to all parties.

In dealing with your complaint:

- we will deal with your complaint honestly and politely and in confidence;
- it will be looked into thoroughly, fairly and as quickly as possible;
- we will keep you up-to-date with what we are doing;
- we will apologise if we make a mistake; and
- we will tell you what we are doing to put things right.

An overview of the School's complaints process can be viewed on the school's website or can be obtained from the school office.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'
The school's behaviour /anti –bullying policy will apply in response to all non-criminal bad behaviour and bullying, including cyber bullying, which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:
Taking part in any school-organised or school-related activity or
Travelling to or from school or
Wearing the school uniform or
In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:
Could have repercussions for the orderly running of the school or
Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Behaviour Policy- Coronavirus Addendum

For all children:

- We will Increase the time we spend in school talking about our feelings and worries- using a Recovery Curriculum : targeted activities, circle time, mindfulness sessions etc.

- We will continue to make the classroom experience as nurturing as possible for our children

- We will provide opportunities for structured games to build self-esteem and confidence (whilst maintaining social distance)

- We will celebrate the successes of our children during the time they have been learning at home. This might be school home learning activities or learning a new skill at home

- All our staff will be alert to any changes in behaviour from our children and will speak to them individually to explore any possible concerns or worries. We will make contact with home if we observe any changes in behaviour

- When dealing with our children we use restorative practices at all times and will seek to calm and diffuse incidents of poor behaviour

- In their interactions with children, our staff will be mindful of the anxieties they may be facing and how this might affect their behaviour in school. We will provide additional support if this is needed

- We have placed links and resources to support positive mental health on our website. This may be helpful for parents. Let your class teacher or our Learning Mentor know if you feel that your child is finding things difficult

For those children already in receipt of support prior to Covid -19. As well as all the above support strategies, we will also:

- Review existing support plans to make sure they reflect current needs. We will adapt strategies as much as possible to enable our health and safety requirements to be met at all times

- Explicitly teach new routines in class and use visual prompts when needed

- Provide as much consistency of experience as is possible

- We will continue to use strategies such as calm boxes and target cards when children will benefit from this

- We will direct TA support as needed to best assist our children. For some this may be that there is some 1:1 time with the TA or pastoral support worker

- We will continue to work with other agencies to support children and families For those children who have worries, concerns or changed behaviour post Covid.