



## BEHAVIOUR POLICY

### **AIM**

To create high standards of behaviour in all our children as set out in our Mission Statement which is firmly rooted in the Christian ideals of equal love and respect for all God's children and in the reality of forgiveness and reconciliation.

High standards of behaviour and self-discipline are essential if children are to learn effectively. It is the responsibility of all in our school community to ensure we have in place an approach to behaviour management that supports needs of all pupils including any with special educational needs.

### **SAFEGUARDING OUR CHILDREN**

We all have a statutory duty to safeguard and promote the welfare of our children. All governors, staff and volunteers are aware of Sheffield Safeguarding Children Board's behaviour guidelines which clearly state what is expected whilst working with the children in our care both in school and when working with technology to ensure they are educated in safe and responsible use of the internet (see E Safety policy). We also ensure that all adults working in our school have the relevant CRB clearance.

### **CHILDREN'S RESPONSIBILITIES ARE:**

- To work to the best of their abilities and to allow others to do the same.
- To treat others with care and kindness.
- To obey the instructions of all the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **STAFF RESPONSIBILITIES ARE:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To present the curriculum in a challenging and interesting way.
- To create a safe and pleasant environment, physically and emotionally.
- To apply the rules and use rewards and sanctions clearly and consistently.
- To be a good role model.
- To form good relationships with parents so that all children can see that key adults in their lives share a common aim.
- To offer a framework for personal and social education.
- To be create a climate of social inclusion
- To educate children in safe and responsible use of technology
- Ensure all policies with regard to anti-bullying, racial equality and equal opportunities are implemented.

### **THE PARENTS' RESPONSIBILITIES ARE:**

- To fulfil their legal requirement in ensuring their children attend school (see Appendix A)
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.

To support the school in the implementation of this policy.  
To be aware of the school rules and expectations.  
To support a framework for personal and social education offered by the school.

### **THE ROLE OF THE GOVERNING BODY**

The governing body should oversee the headteacher's sound maintenance of discipline at the school in line with its policies. The head teacher had day to day responsibility for discipline, with the backing of the governing body.

The governing body should advise the head teacher of its views on specific measures for promoting good behaviour.

The governing body also has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils.

### **VISITORS' RESPONSIBILITIES ARE:**

Visitors such as parent helpers are expected to support the School's Behaviour Policy in their interaction with children. They must also act in accordance with the safeguarding policies and procedures outlined by our school.

### **WHAT THE SCHOOL DOES TO ENCOURAGE GOOD BEHAVIOUR:**

We make clear our expectations of good behaviour.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

We set standards of behaviour by example.

We praise good behaviour both privately and publicly.

We offer reward systems appropriate to the age of the children.

### **WHAT THE SCHOOL DOES IF YOUR CHILD MISBEHAVES**

We ask them to stop misbehaving.

Where necessary we discuss incidents with the child involved.

Where possible, we encourage children to try to resolve disagreements by themselves.

We encourage children to take responsibility for their own behaviour.

We ask for the support of parents/carers in promoting high standards of behaviour.

At times we record incidents of behaviour on the school's information management system to assist us in our monitoring of pupils.

### **PHYSICAL INTERVENTION**

Our code of practice on Child and Staff Protection in Handling Techniques is set out in Appendix A of the Policy on Safeguarding and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **RULES, REWARDS AND SANCTIONS**

#### **Rules**

Class rules should be consistent between classes but may be subject to negotiation and collaborative discussion within a particular class.

Class rules can change in response to behavior trends/concerns.

We display rules for good behaviour (The Golden Rules or Class Charter) in every classroom and in public areas in the school and playground.

### **Rewards**

We recognise when children are obeying rules and behaving well and give appropriate rewards.

In Key Stage 1 the children can earn stamps for good behaviour and achievement. For every 20 stamps, they are rewarded with small prize and acknowledgment from the headteacher.

In Key Stage 2 a variety of systems are in place dependent on the age of the children. These include stamps, prizes and golden time. A key development has been the establishment of a House System. Key Stage 2 children can earn house tokens which contribute to a more substantial reward for the winning house. The choice of rewards has been generated by the school council in consultation with their peers.

Each week, a child is nominated from each class to be Citizen of the Week. A certificate is presented in whole school assembly by the Head teacher.

E-Certificates are also awarded to children for good behaviour and good work.

### **Sanctions**

The aim of sanctions is to discourage future misbehaviour. The real power of sanctions is in the child having a clear understanding of the consequences of inappropriate behaviour. Teachers' responses need to be appropriate to the level of seriousness of the behaviour. We recognise that punishments or sanctions that are unfair or inconsistent tend to be counter productive.

The imposition of a sanction should not be based on the tolerance level of the teacher being exceeded, but rather because the child has broken an agreed rule. Imposition of sanctions should be done in a firm no-nonsense way, and should be consistent with the school's expectation that everyone should be treated with respect. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the child will want to co-operate with the teacher in the future.

See Appendix B and D for our Guidelines for Behaviour Management.

### **EXCLUSION**

In certain circumstances the head teacher may decide that exclusion is the appropriate sanction.

The sanction of exclusion will be used when:

- There are serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusions will generally be fixed term in the first instance. When a fixed term exclusion is for a period in excess of 10 days the school will:

- Ensure that the child's education continues during the period of exclusion
- Use the time to plan for further measure to address the pupil's problems
- Discuss with the LA what arrangement will best help the pupil's reintegration into the school at the end of the exclusion

### **Lunchtime Exclusion**

Pupils may be excluded at lunchtime if they are disruptive. This will be for a fixed period.

### **Exclusion from Trips**

Pupils may be excluded from school trips if behaviour is deemed to be unacceptable or a health and safety risk.

### **Parental Co-operation**

It is the parents' responsibility to support the school in enforcing the exclusion. Where parents refuse to co-operate the school will contact the Education Welfare Service and seek the advice of the LA about available legal remedies.

### **Permanent Exclusion**

This will generally be a last resort. However the following incidents could lead to pupils being permanently excluded for a first or one-off offence:

- Serious actual violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Other similar incidents which in the head teacher's judgement there are "exceptional circumstances" will warrant permanent exclusion for a first offence.

Where a pupil is excluded from school the current DfES guidance will be followed.

### **CATHOLICITY**

Each child is unique and made in the image of God and is thus of ultimate value. At St. Wilfrid's Primary School, we work in partnership with our parents or guardians and parishes. Keeping the gospel at the forefront of our teaching, we aim to create a community of faith and love in which we pass on the traditions of our Catholic faith. Everyone who shares in the life of our school should feel valued and loved. We must strive to support our children to reach their full potential in all aspects of their development by providing a positive, caring and safe environment.

Policy agreed : October 2015

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## **APPENDIX A – Parenting Contracts and Orders**

As you are aware, regular and punctual attendance of pupils at schools is a legal requirement (Education - Pupil Registration – England - Regulations 2006) Parents/carers are responsible for ensuring that any child of compulsory school age receives efficient full-time education that is suitable to the child's age, ability and aptitude and to any special educational needs they may have.

In addition, new provisions have now been made within the Anti-Social Behaviour Act 2003 to tackle the issue of irregular school attendance and/or poor behaviour in school. These include Parenting Contracts and Parenting Orders.

### When a Parenting Contract may be considered:

Our school, working alongside Sheffield LA, may consider the drawing up of a parenting contract in the following circumstances:-

- For the parent/carer of a compulsory school aged child who is failing to attend school regularly, and/or who is behaving unacceptably in school and has been excluded from school on disciplinary grounds.
- In cases of behaviour, a Parenting Contract may be offered to a parent where a child is excluded from school, whether for a fixed term or permanently.
- Where it is felt that parental influence could improve the situation.

A Sheffield Parenting Contract is a formal written agreement between a parent/carer, the Head teacher and school governors or the LA. Where there has been other agency involvement, all relevant professionals will be consulted and may also be included in the agreed actions.

One member of the school's Senior Management Team will be nominated to oversee this contract and will monitor progress and ensure that the agreed intervention is delivered. (This will be the responsibility of Mrs. D. Connolly).

### When a Parenting Order may be appropriate:

Sheffield LA may consider applying to the Court for a Parenting Order in the following circumstances:-

- Where the pupil has been permanently excluded or received a second fixed term exclusion within 12 months for 'serious behaviour'.
- Where the parent has been unwilling to engage with the school and/or LA on a voluntary basis.
- If the LA judges that the parent is a significant factor in the child's misbehaviour and a parenting programme could remedy this.
- If the parent has failed to sign or comply with a Parenting Contract.

The LA is responsible for the application of a Parenting Order.

## **APPENDIX B - Guidelines for Behaviour Management**

Research (and experience) suggests it is the aggravations that are most difficult to respond to effectively. Having a clear (to both teacher and children) set of procedures helps this process.

Examples of aggravating behaviour in class:-

- wandering about
- calling out
- interrupting the teacher
- interrupting other children
- ignoring minor instructions

Each class needs to have its own hierarchy of sanctions for aggravations. These need to be decided by each class teacher and children need to be clear what they are and the time span for its operation.

Suggested procedure Suggested time span - 1 session, e.g. between registration and break.

### **1st time**

- a “look”
- a gesture
- a word
- point to the displayed rule
- move closer to them
- encouragement
- focus on work rather than comment on misbehaviour, e.g. “What’s the next thing you have to do”.

### **2nd time**

- name and name the action you do not like e.g. rocking back on chair
- humorous de-escalating response
- reminder of the rule
- repeat the instruction
- clear description of desired behaviour
- warning of the implication of breaking the rule one further time.

### **3rd time**

First sanction in class hierarchy of sanctions. These might be:

- 1 2 3 4 5 minutes kept in at playtime.
- being moved
- completing unfinished work at playtime or as homework.

This hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed or feel special. If this is not possible legitimately then illegitimate means may be used. A positive reward or acknowledgment structure can facilitate this process so that children know what to do to achieve a positive response from the teacher.

### **STRATEGIES FOR ENCOURAGING GOOD WORK.**

Showing others their good work

Showing other teachers

Good Work Assembly

Positive feedback to parents - verbal and written

Citizen of the Week Certificates

House Points

Smiley Faces or Stars

Marbles in a jar

Stamps

Stickers or prizes from the Head teacher.

### **STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR.**

Emphasis on encouragement and motivating pupils through:

- positive feedback
- descriptive praise
- highlighting success and not failure, e.g. "Catch them doing something good!"

Presenting appropriate and meaningful work.

Respect for all individuals, including their culture and background, through:

- modelling desired behaviour
- listening to what children say and communicating that you have heard what they have said

Creating a safe environment - physically and emotionally, through:

- clear and consistent use of rules and sanctions

Raise self-esteem through:

- ensuring that the child understands that they are important
- ensuring children experience success
- maximising opportunities for children to take responsibility for their own behaviour by presenting choices wherever possible
- ensuring that children's "feelings" are recognised and valued
- Circle Time

### **HOW CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES.**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means adults must take responsibility for teaching and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence or swearing.

### **SUGGESTED STRATEGY FOR RESOLVING CONFLICT - 3 Steps.**

The others listen with NO interruptions.

They are encouraged to maintain eye contact.

Each child has a turn to say:

(a) what has been done to upset them (b) how they feel about it (c) how they would like others to behave in the future.

No-one is allowed to interrupt or argue. Everyone takes turns until everyone has finished.

The adult is there as a referee, not as part of the discussion. S/he makes sure that the turns are taken, the children stick to the 3 steps, that they listen to each other and maintain eye contact.

If the conflict is not resolved in a reasonable time, then the adult can decide to make a judgment and take appropriate action.





## **APPENDIX C**

### **PROCEDURES FOR SUPPORTING GOOD BEHAVIOUR OUTSIDE THE CLASSROOM**

#### **PROCEDURE AT THE BEGINNING OF THE DAY.**

The KS2 teacher or allocated Teaching Assistant on duty will ring the bell at 8.50am and go into the yard to direct all the children into school. Teachers will be in class to greet their children, ready to begin at 8.55am prompt. KS1 children will enter classroom from Infant playground. Teachers/Teaching Assistants to be in classroom to greet children.

#### **PROCEDURE AT BREAK TIMES.**

We have staggered break times for both KS1 and KS2 since September 2010.

KS1 - children will go out to the yard immediately at the beginning of break.

Teacher on duty will go out into the yard immediately.

Children will only be allowed back into school with the permission of the teacher on duty.

Children do not stay in the classrooms unsupervised at playtimes.

Children do not play on the field which is out of sight of the teacher on duty.

Teacher on duty will blow the whistle at the end of playtime and the children will stand still and in silence.

KS1 children line up and are sent in to be greeted by teachers.

KS2- Children will go into the yard immediately at the beginning of break.

Those who have milk will take their unopened cartons with them to drink when they are on the yard.

Children should not stay in the classroom unsupervised during playtime.

All KS2 children will use the lower junior toilets during playtime.

At the end of playtime the teacher will blow the whistle and the children will line up in silence. Children will be sent into school a class at a time. Teachers/Teaching Assistants need to be in classrooms to greet children.

Teachers at both key stages will ensure they are in the classroom to meet the children when they return from break and lunchtime. At no time will children be left unsupervised.

Children can play with balls every day but Tuesday is a no football day – they can play basketball or netball.

## **PROCEDURE AT THE END OF THE DAY.**

KS1 - Children will collect their coats and bags from the cloakroom and return to the classroom to await their parents/carers. They will leave their classrooms via the yard door.

KS2 - Children will leave school through the main door of the school to go into the infant yard, or through the lower junior toilets to go into the junior yard.

## **WET PLAYTIMES (Including lunch-times).**

1. Snacks (breaks) **must** be eaten in class. Children should sit down quietly to eat, either at tables/desks or on the floor.
2. Games may be played. These games must be played **quietly** and the children should be sitting down.
3. Scrap paper and table games will be available for use during wet playtimes.
4. Children will only be allowed out of their classroom, (a) to go to the toilet or (b) to monitor infant classes (Y6 only).

## **PROCEDURE AT LUNCH-TIME.**

### **DINNERS**

KS1. **At 11.55am** the children will be dismissed from class and go to the toilet and wash their hands in the usual way. Reception and Reception/Y1 children will go into dinner immediately and Year 1 and Year 2 sandwich children will go into the hall immediately. The Year 1 and Year 2 children who have a hot dinner will go out into the yard to play until it is time for them to go into dinner. **The whistle will be blown by the lunch time supervisors** and Year 1, then Year 2 will be called to queue in the Infant corridor to wait to go into the hall to be served. They will be supervised by the lunch-time supervisors.

**If it is wet, children wait in their classrooms to be called by the lunch time supervisors.**

KS2. **When the bell goes at 12.10pm** the children will be dismissed from class and go out to the yard and wait to be called by the lunchtime supervisors.

**The whistle will be blown by the lunch time supervisors** and classes will be called according to the rota kept by the supervisors.

When first called children will wait, in an orderly line, against the wall in the infant playground. Then they will be directed by the supervisors to queue in the infant corridor to wait quietly, in an orderly line, to go into the hall to be served.

**If it is wet, children wait in their classrooms to be called by the lunch time supervisors.**

## **SANDWICHES**

Children who have sandwiches go into the hall as soon as a place is available. Each KS2 class will be allocated one day per week when children may eat their sandwiches 'al fresco'.

**If it is wet, children wait in their classrooms to be called by the lunch time supervisors.**

## **IN THE HALL**

**Children must talk quietly to each other at the table. Shouting or a loud noise is not acceptable.**

**When children have finished their dinner they must clear away after themselves.**

**KS1 children go out into the yard/classroom along the Infant Corridor.**

**KS2 children go out into the yard/classroom through the main door of the hall.**

## **AT THE END OF DINNER TIME**

KS1 - Lunch time supervisors will blow the whistle at 12.50pm and bring all the children into school. Class teachers will receive their children into the classroom at 12.55pm.

KS2 – Lunch time supervisors will blow the whistle at 1.05pm and bring the children into school. Class teachers will receive their children into the classroom at 1.10pm.

## **ADDITIONAL INFORMATION**

No leather footballs to be used in the playground at playtimes.

In the Junior yard, when a ball goes outside the lines of the marked area, then play must stop and a throw taken from the sideline.

No children may go on the field without permission.

**APPENDIX D**

Stage	Behaviour	Sanctions	Comments
<b>ONE</b>	<p>AGGRAVATIONS:</p> <p>Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.</p>	<p>Minimal</p> <p>Eye contact.</p> <p>Frowns.</p> <p>Proximity.</p> <p>Reminders.</p> <p>Change of seating.</p>	<p>Not recorded.</p> <p>After several repetitions within a certain time period, e.g. 3 incidents in a morning, a warning is given that the next time it changes to STAGE 2 and will be recorded.</p> <p>If such behaviour persists then the child will be put on SEN register at School Action</p> <p>Movement to School Action Plus will be considered.</p>
<b>TWO</b>	<p>SERIOUS:</p> <p>Not responding to teacher's request to work.</p> <p>Being more disruptive, deliberately creating a disturbance.</p> <p>General refusal to do anything.</p> <p>Accidental damage through carelessness.</p> <p>Cheek, off hand comments.</p> <p>Minor challenge to authority.</p> <p>Swearing</p> <p>Annoying other children</p>	<p>Separation from the rest of the class group.</p> <p>Writing a letter of apology.</p> <p>Child to stand apart from class group and then sit down. (Mainly in assembly or larger group times).</p> <p>Completing unfinished work at playtime/home.</p> <p>Time out of class as appropriate.</p> <p>Up to 5 minutes detention at playtime or lunchtime.</p> <p>Possible headteacher</p>	<p>Minimal use of words.</p> <p>Repeated incidents – may inform parents</p> <p>SEN School Action</p> <p>Should behaviour not improve move to School Action Plus.</p> <p>If parents contacted, headteacher must be informed.</p> <p>Incident to be recorded</p>

		involvement. Contact with parents.	
<b>THREE</b>	<p><b>MORE SERIOUS:</b></p> <p>Deliberately throwing objects with intention of breaking them.</p> <p>Harming someone.</p> <p>Damaging school/pupil's property.</p> <p>Leaving class without permission.</p> <p>Repeated refusal to do set tasks.</p> <p>Continued or more serious cheek/challenge to authority.</p> <p>Harmful/offensive name calling.</p> <p>Bullying (please refer to Anti-bullying policy).</p>	<p><b>MORE FORMAL:</b></p> <p>Exclusion from class.</p> <p>Contact with parents by class teacher.</p> <p>Instances to be logged.</p> <p>Individual positive behaviour strategies to be recorded as part of logged report.</p> <p>Possible exclusion from trips.</p> <p>Headteacher involvement. Should behaviour continue after above actions, this may result in exclusion.</p>	<p>May place on SEN register.</p> <p>Inform parents – Home School agreement.</p> <p>Involvement of outside agencies (School Action Plus)</p> <p>Headteacher/SENCO involvement</p> <p>Incident to be recorded</p> <p>Follow up by senior management</p>
<b>FOUR</b>	<p>Repeatedly leaving classroom without permission.</p> <p>Fighting and intentional physical harm to other children.</p> <p>Throwing dangerous objects.</p> <p>Serious challenge to authority.</p> <p>Verbal abuse to any staff.</p> <p>Vandalism.</p> <p>Stealing.</p> <p>Persistent bullying.</p>	<p>Requires immediate involvement of headteacher.</p> <p>Telephone call or meeting with parents at end of day (Infant) Letter to parents (Junior).</p> <p>May lead to a fixed term exclusion – up to and including three days.</p>	<p>School Action Plus – possible involvement of outside agencies</p> <p>Incident to be recorded</p>
	<b>EXTREMELY SERIOUS:</b>	Probably means immediate exclusion.	Parallel procedures for official out of

<b>FIVE</b>	Extreme danger or violence. Very serious challenge to authority. Verbal/Physical abuse to any staff. Running out of school.	Fixed term up to and including 5 days.	school activities.  Incident to be recorded
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