



ST WINEFRIDE'S SCHOOL
Founded 1868

St. Winefride's Behaviour Policy

Mission Statement

Our aims are:

- To educate the whole child in a caring and Christian atmosphere.
- To encourage our children to reach their full potential, mentally, physically, socially, and morally.
- To emphasise kindness, care, mutual respect and unity
- To promote an awareness of the need and religious beliefs of others. This will enable them to become responsible citizens and an asset in any community.

Statement of intent

St. Winefride's School believes that, in order to facilitate teaching and learning, good behaviour must be demonstrated in all aspects of school life. The School acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response. The School also recognises the importance of pupil voice, and pupils' views have been canvassed when reviewing this policy.

The School is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on our values of; kindness, care, mutual respect and unity.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the School's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve and feel valued

Roles and responsibilities

The Board of Trustees has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

Establishing the standard of behaviour expected by pupils at the school. Determining the school rules and any disciplinary sanctions for breaking the rules. The day-to-day implementation of this policy. Publishing this policy and making it available to staff, parents and pupils at least once a year. Reporting to the trustees on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too. Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour. As authorised by the Headteacher, issuing consequences to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community. Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

The behaviour of their child(ren) both inside and outside of School. It is expected that parents and carers will support the whole School community in maintaining the standards expected by the School.

Praise/Pupil recognition

The School recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Rewards

The School understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again.

For rewards to be effective, the School recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded

Teachers may implement different types of reward as they see fit with approval from the Headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- House points
- Star of the Day

- Values Champions recognised in weekly assemblies
- Work displayed or sent to the Headteacher for comment
- Positions of responsibility, e.g. monitors
- The awarding of cups, shields, medals, etc. at the end of the School year

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The School focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce several strategies to establish positive relationships with their pupils.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The School aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

Classroom Rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. Teachers ensure that classroom rules are always clear, comprehensive and enforceable. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “Do not act disrespectfully towards your peers and teachers”. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

The School understands that pupils work best when there is an established routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines will include activities such as the following:

- Quietly standing behind chairs or sitting on the carpet before the class starts and, in the case of standing, only sitting down upon staff instruction
- Saying prayers at key points during the day

At the start of the year, teachers explain the rationale behind routines to help pupils understand why it is needed, as well as sanctions that will be imposed if a pupil does not adhere to the expected behaviour or routines.

Teachers ensure that good behaviour, expectations and any sanctions imposed remain consistent and are practised throughout the year, to create a more productive and enjoyable environment.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work." becomes "If you return to your seat, I can help you with your work."

Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the School adopts strategies for handling challenging incidents and behaviour is recognised as being of three 'types' (as defined below):

- Unacceptable behaviour (Level 1)
- Challenging behaviour (Level 2)
- Serious unacceptable behaviour (Level 3)

It should be noted that this does not necessarily represent a linear progression. Unacceptable behaviour can progress through the levels, but levels can be skipped depending on the severity of the behaviour.

Unacceptable Behaviour (Level 1)

For the purpose of this policy, the School defines **“Unacceptable behaviour” (Level 1)** as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness (where appropriate)
- Low level disruption/talking in class/distracting others/shouting out
- Failure to complete classwork
- Lack of correct equipment
- Bringing into class unnecessary/distracting items
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Talking in No Talking Zones (NTZ)
- Disorderly behaviour in the corridors
- Not wearing the correct uniform (including false/coloured nails/coloured hair)

After an initial incident of unacceptable behaviour, the following sanctions are implemented:

- The pupil is given a ‘warning’ by the member of staff and reminded of the consequences of repeated offences
- The pupil is given a second ‘warning’ by the member of staff and reminded of the consequences of repeated reminders
- The pupil is given a third ‘warning’ and a detention is immediately issued (see detentions below)

Should the pupil fail to modify their Level 1 behaviour within a reasonable timeframe, sanctions will be escalated to Level 2.

Challenging Behaviour (Level 2)

For the purpose of this policy, the School defines **“Challenging behaviour” (Level 2)** as:

- Rudeness including verbal, facial expression, body language and tone of voice

- Aggressive/threatening behaviour/rough play in the playground
- Use of mobile phones or smart watches or any electronic devices without permission
- Graffiti
- Not respecting other pupils' boundaries
- Any behaviour that seriously inhibits the learning of pupils
- Deliberately ignoring instruction from an adult
- Verbal aggression towards others
- Any behaviour that requires the immediate attention of a staff member
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation

Following an incident of challenging behaviour, the following sanctions are implemented:

- The pupil is sent to the headteacher immediately, or in their absence, one of the assistant heads.
- The headteacher investigates the incident and decides whether or not it constitutes as challenging behaviour.
- If the headteacher deems the behaviour to be challenging, they will record the incident in the pupil's Behaviour Log and/or their Behaviour Contract if they have one.
- If a pupil already has an existing Behaviour Contract, this will be reviewed.
- The headteacher may inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Contract – if they do not already have one, and that any further instances of challenging behaviour may result in exclusion.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.
- The class teacher will review the contract at the end of each day.
- At the end of the specified period, the pupil will present their Behaviour Contract to the headteacher for a comment and a review
- If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration will be upgraded to a Level 3 concern.

Serious unacceptable behaviour (Level 3)

- For the purpose of this policy, the School defines "**serious unacceptable behaviour**" (**Level 3**) as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Defiance** – intentionally refusing to obey a reasonable request by an adult in the school.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions.
- Theft
- Swearing, Discriminative abuse - racist remarks, sexist remarks, homophobic remarks or threatening language
- Verbal abuse, Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g., violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger.

Following an incident of serious unacceptable behaviour, the following sanctions are implemented:

- A pastoral referral form may be completed and passed to the Pastoral Lead for the School, to determine whether any pastoral interventions are needed.
- Although challenging behaviour does not necessarily mean a pupil has SEND, it may be necessary to consider an assessment being carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- The Headteacher will consider whether the pupil should be excluded internally (for a fixed term) in line with the School's Exclusion Policy and determine the length of the exclusion.
- Alternatively, the Headteacher will consider whether the pupil should be excluded externally (for a fixed term) in line with the School's Exclusion Policy and determine the length of the exclusion.

Should an external exclusion be deemed appropriate:

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to support the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For consequences to be lawful, the school will ensure that:

The decision to issue a consequence to a pupil, is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

The decision to issue a consequence to a pupil, is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

The decision to issue a consequence to a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The School will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

Early Years Provision

In the younger classes (Kindergarten and Reception), it may be deemed that more age-appropriate behavioural techniques be used than those for the older children. This will be decided upon by the Teacher and/or Teaching Assistant in class at the time.

Detention

The School will make it clear to parents and pupils that they are able to use detention as a sanction, during school hours. All staff at the School can impose detention on a pupil, unless the Headteacher decides to withdraw this power from any member of staff.

- Parental consent is not required for detentions and, therefore, the School is able to issue detention as a sanction without first notifying the parents of the pupil.
- Parents will be informed via Parentmail, the same day, if their child receives a detention.
- When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.
- The Headteacher will be informed, and a record will be kept of any detentions given.
- Detentions will be during morning break-time, in a designated room, managed by staff. Time will be allocated to allow the pupil time to eat, drink and use the toilet.

Behaviour off school premises

- Pupils at the School must agree to represent the School in a positive manner.
- The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Staff can issue consequences to pupils for misbehaviour outside of the school premises.
- Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

Wearing school uniform.

Travelling to or from school.

Taking part in any school-related activity.

In any way identifiable as being a pupil at the School.

- Staff may also discipline pupils for misbehaviour off the School premises that, irrespective of the above:

Could negatively affect the reputation of the school.

Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Any bullying witnessed outside of the School premises and reported to a member of staff, will be dealt with in accordance with the School's Anti-Bullying Policy. The School will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour, which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on School premises. In all cases of misbehaviour outside of the School premises, staff will only impose any behaviour sanctions once the pupil has returned to the School premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Monitoring and review

This policy will be reviewed by the Headteacher and staff on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available to parents, trustees and for ISI inspections and review by the Chief Inspector, upon request.

The next scheduled review date for this policy is **January 2025**.