

We are a Rights Respecting School. We aim to put the UN Convention on the Rights of the Child at the heart of our practice in school. This should be evidenced by this policy and by what you see, hear, feel and witness in our school.

Article 19: Children have the right to be protected from being hurt and mistreated, physically or mentally.

St Wilfrid's RC Primary School **Behaviour and Discipline Policy**

School Mission Statement



Aims and expectations

It is a primary aim of our school to learn to love God, all His people and all He has created through Christ. We aim to create a Catholic ethos where every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. 'Restorative Approaches' regularly reviewed with stakeholders – result in a committed effort to supporting pupils to treat others as they would wish to be treated, as well as understanding the need for reconciliation and forgiveness.

Our policy is underpinned by school values linked to the Gospel which support children to make the right choices. Our Mission is encompassed in our school prayer As a Roman Catholic School we promote the Gospel Values of Love and Forgiveness through everything we do, these are highlighted in our School Prayer which was written by the staff team, parents, pupils and governors and illustrates how we are witnesses of Christ at St Wilfrid's. Our

school ethos fully supports our mission statement to be Christ centred and reflect and celebrate our distinctive nature and character as a Catholic school so beautifully expressed in John's Gospel Chapter 10, Verse 10: "I have come so that they may have life and have it to the full."

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour and promotes forgiveness as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules

Respect: Children are expected to be respectful to themselves, staff and other adults and to each other at all times. Respect must also be shown for school property and equipment and the property of others. Litter awareness is encouraged in our school.

Behaviour: Children are required to work attentively in class and not to interrupt the orderly conduct of any class. Children are expected to refrain from any form of bullying, harassment or discrimination. Foul language will not be tolerated in school. Children should come into, depart from and walk around school in an orderly manner.

Work: Children should endeavour to try their best in all they do. Children are expected to settle down to their tasks with minimum fuss and work hard at all times in all subjects. If given, children should complete all homework and bring this to school by the set deadline.

Appearance: Children are required to look smart for school. School Uniform must be worn by each child every school day unless told otherwise. No jewellery is permitted other than small plain ear studs and wristwatches. No other piercings other than earrings are allowed.

By enrolment in the school, Parent(s) / Guardian(s) and their children agree to accept and abide by all sections of the School Rules.

Rewards and punishments

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- Each week we nominate children from each class to receive the Star Award, merit certificates, 5W certificates and many other rewards. Each of these children receives a certificate in Celebration Assembly on Fridays. Parents are invited to Celebration Assemblies and children are encouraged to bring certificates and medals in from home to share with the school community on a Monday morning (e.g. swimming, dancing, football, gym, piano, brownies etc.)
- Teachers actively seek parents out, at the gate, or by appointment, to celebrate achievements.
- We distribute Headteacher awards/stickers for outstanding effort, progress or attainment.
- All teachers give praise and rewards (stickers deleted) for good work, effort and acts of kindness.
- All classes have an opportunity to lead an assembly where they are able to show examples of their learning on at least a termly basis. Love and forgiveness and other Gospel values are always promoted at these Collective Acts of worship.
- The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child may receive 'time out' until he/she calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's

parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- A more formal and longer period of 'thinking time' may be used during a lunchtime or playtime.
- Punishments for more serious behaviours, including violence to others, may lead to a child missing part or all of a playtime in order to consider what they have done wrong.
- More serious mis-behaviours are recorded in the school Serious Incident Book. If a child's name is entered into this book twice in a term, the Headteacher will invite the child's parents in to discuss the situation. At times this will involve children being put on report with sanctions/rewards used at both home and school to encourage good behaviour.
- The Headteacher reserves the right to apply fixed-term and permanent exclusions for the most serious/persistent misbehaviours.

The class teacher discusses our school prayer, rules, ethos and procedures with each class. Each class also has its own Rights Respecting School's Classroom charter, which is agreed by the children and displayed on the wall of the classroom. The collaboration between children and adults in age and ability-appropriate ways to agree a charter for a rights-respecting classroom is a valuable part of the process of making the United Nations Convention on the Rights of the Child a real and meaningful guide to action at a day to day level. In this way, every child in the school knows the standard of behaviour that we expect in our school from both adults and children in order to promote the Rights of the Child. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Where parents or school feel there is a case of bullying or a potential case of bullying a Parental/Carer Concern Form will be used to record the concern. The situation will be monitored and the form will be used to record when the incident is closed to the satisfaction of all parties.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Any such acts of restraint are reported immediately to parents and a written record is kept according to our Child Protection and Safeguarding Policy.

Use of Reasonable Force

- Power applies to all staff in school
- Lawful use of the power is a defence in legal action
- Staff should not automatically be suspended when accusations of excessive force are made
- It is up to the person making the complaint to prove that the force was beyond 'reasonable'
- Reasonable force can be used for control and restraint. For example; Blocking a pupil's path, standing between pupils, preventing damage to property, preventing pupils hurting themselves or others, leading a pupil by the arm out of a classroom, separating a fight, removing pupils from the classroom who refuse to leave, preventing a pupil from disrupting a school event or trip

Power to search

- School can search for anything banned under the school rules if the pupil agrees – it is enough for the pupil to be asked to turn out their pockets or open their bag
- The Headteacher and staff authorised by the Headteacher have the power to search without consent where they suspect a pupil has knives, weapons, stolen items, alcohol or illegal drugs. Such searches will be same sex searches and another staff member will be present as a witness

Confiscation of Property

- Staff can confiscate, retain or dispose of pupil property as part of punishment
- Staff are protected from liability for damage or loss to confiscated items
- Any weapons or controlled drugs must be passed on to the police

Outside the school gates

- School has a statutory power to discipline pupils for misbehaving outside the school gates 'to such extent as is reasonable'

Discipline outside of school may be applied when the child is:

- Involved in a school organised activity
- Travelling to and from school
- Wearing school uniform
- Identifiable as a pupil at the school

Also when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or a member of the public
- Could adversely affect the reputation of the school

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the children's social worker or LA behaviour support services.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The power to discipline applies to all paid staff with responsibility for pupils, for example teaching assistants.

The Headteacher may extend the power to discipline, for example to volunteers on a school trip.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. These are shared with governors in their monitoring role. When serious incidents occur, the Headteacher will decide what forum to use to inform other children and parents of the actions taken to punish or resolve the behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and as a last resort.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We outline the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If the issue remains unresolved, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines and ensuring the Catholic ethos and 'Restorative Approaches' of our school are evident in all we do.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age.

St Wilfrid's RC Primary School has a zero-tolerance approach to abuse, including child-on-child abuse.

St Wilfrid's RC Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

St Wilfrid's RC Primary School will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a pupil discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Pastoral Care for School Staff accused of misconduct

A Member of staff who has been accused of misconduct pending an investigation will not automatically be suspended. The Governing Body will instruct the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against teachers and other staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Multi-agency Assessment

Any child exhibiting continuous disruptive behaviour will be referred to the appropriate specialists who may call a multi-agency assessment at any time.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom incidents. The Headteacher records those more serious incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal accounts of any incidents to the relevant teacher and or Headteacher.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded and reports such records to the Governing Body.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed annually.