St Winefride's Catholic Primary School

Behaviour Policy

Last updated: 28th September 2026

Date policy last reviewed: 28th September 2026

Signed by:

Jennifer Davies

Headteacher Date: 28th September 2026

Dr Mark Branch

Chair of governors Date: 28th September 2026

St. Winefride's Catholic Primary School
Behaviour Policy

Mission Statement

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

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

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

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

Aims

Christ is at the heart of our school and everything that we do. Our school core values of EXCELLENCE, HAPPINESS, RESPECT, RESILIENCE, COMPASSION AND FAITH influence the expectation of behaviour of everyone in our school community.

St Winefride's Catholic Primary School is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others so do the same.

It is within this framework that we base our values, including British Values, regarding behaviour and treatment of others. At St. Winefride's, we aim to provide a safe, secure and caring environment for children and for staff in which everyone feels valued and can value and support others. We wish to provide in our school the opportunity for children to grow - personally, spiritually, academically and socially. We believe that good behaviour, which encourages self discipline and respect for self and others, is fundamental in achieving this.
Following the agreed procedure, we aim to provide a consistent approach to behaviour management, in dealing with incidents, in a calm, rational manner.

Legislation and statutory requirements

Legislation, statutory requirements and statutory guidance This policy is based on legislation and advice from the Department for Education (DfE) on:

✓ Behaviour and discipline in schools: advice for headteachers and school staff, 2016
✓ Behaviour in schools: advice for headteachers and school staff 2022
✓ Searching, screening and confiscation at school 2018
✓ Searching, screening and confiscation: advice for schools 2022
✓ The Equality Act 2010
✓ Keeping Children Safe in Education 2025
✓ Exclusion from maintained schools, academies and pupil referral units in England 2017

✓ Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

✓ Use of reasonable force in schools

✓ Supporting pupils with medical conditions at school. It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

✓ Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

✓ Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

✓ DfE guidance explaining that maintained schools must publish their behaviour policy online Definitions

Misbehaviour is defined as:

✓ Disruption in lessons, in corridors between lessons, and at break and lunchtimes

✓ Non-completion of classwork or homework

✓ Poor attitude

✓ Incorrect uniform

Serious misbehaviour is defined as:

✓ Repeated breaches of the school rules

✓ Any form of bullying

✓ Vandalism

✓ Theft

✓ Fighting

✓ Racist, sexist, homophobic or discriminatory behaviour

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

✓ Deliberately hurtful

✓ Repeated, often over a period of time

✓ Difficult to defend against

Bullying can include:

TYPE OF BULLYING DEFINITION

- Emotional Being unfriendly, excluding, tormenting
- Physical Hitting, kicking, pushing, taking another's belongings, any use of violence Prejudice-based and discriminatory, including: Racial/ Faith-based/ Gendered (sexist)/Homophobic
- Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Disability-based Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Inappropriate/negative behaviour include:

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

More serious behaviours include:

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

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

Very serious behaviours could include:

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

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

4) Behaviours which could result in immediate exclusion from school

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

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

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

Whole School Behaviour

At St. Winefrides, excellent behaviour is always expected, and this is encouraged and praised verbally by all staff, both teaching and non-teaching. On a daily basis, the children are expected to behave in a considerate manner towards each other through following the school core values. **We are all called to be beacons of light and to show the core values of excellence, happiness, respect, compassion, resilience and faith through our actions, words, thoughts and intentions.** The children are expected to be well presented, with the correct school uniform being worn always. These, together with such things as movement around school, are considered part of our school's positive behaviour.

Pupil code of conduct

Pupils are expected to:

- Live out the school core values of **excellence, happiness, respect, compassion, resilience and faith** daily in thoughts, words and actions.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.

- Treat each other, the school buildings and school property with respect.
- Understand cause and effect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

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

List of rewards and sanctions
Positive behaviour will be rewarded with:

- Positivity – use of positive language.
- Praise.
- Awarding Dojo points and making it clear why the child has received points.
- Communication with parents/carers though the 'DoJo' system.
- Special responsibilities/privileges.
- Stickers and certificates used within class.
- SHINE assembly recognition.
- HT Awards/ stickers.

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

- A non verbal cue such as eye contact/ shaking of the head.
- A verbal reminder of expectation.
- A verbal warning for the child.
- Sending the pupil to have some time to regulate. This could be to move to a different area of the classroom/ room.
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the pupil to a senior member of staff. In the first instance, the child will be sent to Mrs Bannister.
- Phone calls home to parents (or speaking with parent face to face at collection) and, in the case of persistent bad behaviour or a single incident of serious bad behaviour, a letter will be sent home to parents.
- Pupils may need to complete a behaviour related activity (this could be independently or with a member of staff such as the school's learning mentor).
- In extreme circumstances, agreeing a behaviour contract or putting a pupil on a 'behaviour report.'

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

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

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

Behaviour management

Classroom management

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

- Use the language of the school's core values to maintain the behaviour expectations for all pupils.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the school's core values in the classroom and formulate, with the children, how they are expected to be seen in their classroom. These will be referred to throughout the day. They will be on display in each classroom and used as a reminder of the expectations.
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons.
    - Establishing clear routines and expectations.

- Displaying the school core values in the classroom and how they will be lived out in the classroom and around school. Children contribute to the formation of these.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting positive behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Displaying Class Dojo and sharing Dojo points so that children can see they have received recognition for their behaviour.

Physical restraint

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

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

Incidents of physical restraint must:

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

Pupil support

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

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

Where necessary, support and advice will also be sought from specialist teachers, other professionals, an educational psychologist (where available) medical practitioners and/or others, to identify or support specific needs.
When needs are identified in a pupil, we will liaise with the school team, external agencies and plan support for that child based upon the information that we have. We will work with parents to support the child and the parent and review the next steps and the progress to outcomes.

<u>EYFS/Key Stage One</u>

At St. Winefrides, excellent behaviour is always expected, and this is encouraged and praised verbally by all staff, both teaching and non-teaching. On a daily basis, the children are expected to behave in a considerate manner towards each other through following the school core values. **We are all called to be beacons of light and to show the core values of excellence, happiness, respect, compassion, resilience and faith through our actions, words, thoughts and intentions.** The children are expected to be well presented, with the correct school uniform being worn always. These, together with such things as movement around school, are considered part of our school's positive behaviour.

We implement the Class Dojo system across the school. Dojos are rewarded for good behaviour, and it is clear to the child why they have received a Dojo point – their positive behaviour is celebrated immediately. Parents are alerted of the child's achievement through the Class Dojo App. This alerts the parent straight away and recognises the positive behaviour. Examples of teaching and learning; positive behaviour and work will be shared through the Dojo system with parents and carers.
At the end of the week, the Class Dojo App allows parents to view the achievements of their child for that week. Notifications about Class Dojos are also sent to the parent/ carer email address, and they can manage the timings of these.

<u>Key Stage Two</u>

At St. Winefrides, excellent behaviour is always expected, and this is encouraged and praised verbally by all staff, both teaching and non-teaching. On a daily basis, the children are expected to behave in a considerate manner towards each other through following the school core values. **We are all called to be beacons of light and to show the core values of excellence, happiness, respect, compassion, resilience and faith through our actions, words, thoughts and intentions.**

1. All children in KS2 belong to a team 'house' and will receive points or Dojos for good behaviour as well as academic achievement. Teachers keep a tally of the number of house points awarded to each child. When a child receives a specified number of house points, they are rewarded a certificate. (Bronze = 100; Silver = 200; Gold = 300; Headteacher's Award = 400; Headteacher's Exceptional achievement Award= 500).
2. Examples of good behaviour and work will be shared with parents through the DoJo system and during assemblies where parents are invited into school.
3. All class teachers will record incidents of inappropriate behaviour, both in classroom and playground, using the schools CPOMS system. This will then form a record of children's behaviour and may be shared with parents/carers when required.
4. Teachers should endeavour to have a restorative conversation with a pupil who had made the incorrect choice.
5. Removing a child from the classroom can be viewed as a form of exclusion and should only be employed if a child's behaviour is extremely disruptive and is hindering another child's/children's learning. This 'exclusion' should not exceed 5 minutes. The child may be sent to the Deputy Headteacher's class or the Headteacher's office to have a restorative conversation, and in some cases, to complete their work.

Consequences for unacceptable behaviour (Whole school)

At St Winefride's, we encourage our children to make good choices. If a child has not met the expectations and/or behaved inappropriately, they will be reminded of the appropriate behaviour expected in a positive manner and also be made aware of cause and effect. This will be using non-verbal cues followed by name and verbal reminder. If this behaviour persists, they will receive a warning and the consequence of a negative Dojo explained if the behaviour persists. If this behaviour continues, the child will receive a negative Dojo and the reason for this is made very clear when the Dojo is taken away. Parents are informed through the Dojo App, so they are aware of this behaviour. There is opportunity for the parent/carer to discuss this behaviour with the class teacher. Staff will have a restorative conversation with the child once they have had time to reflect upon the choices that they have made.

On occasion, a child may receive a set period of time away from a group/ their table/ other children to de-escalate the situation and this could take place at the next playtime, and they miss a percentage of their choice time. For FS/KS1 children, time-out could take form of the child remaining with a member of staff on duty, holding their hand or by the wall.

1. If the teacher deems the behaviour warrants more than this, or the child has missed a few playtimes, the child is sent to the Deputy Headteacher.

2. If there is still no improvement in the child's behaviour, the child will be sent to the Headteacher.

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

3. The final consequence/ sanction is that the child's parents will receive a formal phone call or letter, which is kept on file, and the child could be put on 'Behaviour Report' for a set period. The period set will depend upon behaviour issues and during this period the child will not be allowed to represent school in any events, e.g. sporting, G+T, cluster events etc.

4. In the event of a single incident of serious behaviour, a phone call may be made, or a letter may be sent out to parents/carers immediately and a meeting to discuss incident arranged.

SHINE ASSEMBLIES – SCHOOL CELEBRATION OF POSITIVE BEHAVIOUR FOR LEARNING

At the celebration of 'SHINE' Assembly, children from each class will be rewarded with a St. Winefride's Special Award. These awards are linked to or core values of excellence, happiness, respect, resilience, compassion and faith. These are given to children who have either:

- High standards of behaviour.
- Shown good manners.

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

- A headteacher award is given at these assemblies.
- A core value award is given at our SHINE assembly. This award can be given to a child who is nominated by any member of the school team.

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

Breaktimes/lunchtimes

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

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

Refer to School Suspension and Permanent Exclusion Policy