



St. William of York Catholic Primary School

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Behaviour Policy

The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Governors' Statement of Principles

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Behaviour Policy is set within the context of ensuring that our children are safe and happy.

St William of York is a Roman Catholic primary school. As such, the Governing Body believe that the Behaviour and Discipline Policy should be underpinned by the Catholic ethos of the school and the Mission Statement:

We aim:

- To ensure that the behaviour of the children makes a positive contribution to their education, both academically and morally.
- To prevent the misbehaviour of some children adversely affecting the happiness or education of others.
- To create a welcoming, secure and caring environment in which all can happily work;
- To offer each child a broad, balanced and relevant curriculum of the highest standard to meet their spiritual, emotional, moral, intellectual and physical needs and to prepare them for the responsibilities of adult life;
- To develop a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith.
- To be a worshipping community by celebrating meaningful and appropriate liturgy and ensuring that prayer life is nourished, guided and developed.

The Behaviour and Discipline Policy, based on Catholic values, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

We should try to make school a safe, happy place where children feel able to express themselves, make mistakes and seek help.

We should aim always to adopt a positive attitude which enables the children to grow and change in an atmosphere that reflects Christ's love.

The Catholic ethos of the school should be reflected in the way we talk to and deal with other members of staff, the parents, visitors to the school and, above all, the children.

Who is affected by the policy?

All members of the school community, together with any visitors to the school, are affected by the policy.

All members of staff have a shared responsibility for the implementation of the policy, through modelling appropriate behaviour and relationships based on Gospel values.

The governing body is responsible for agreeing this policy statement and ensuring that appropriate measures are in place to see that it is applied fairly. In cases of suspensions/exclusion the governing body must either confirm or over-rule the headteacher's decision.

Parents as Partners

At St William of York, we work in partnership with parents with the common aim of developing the moral character of each of our children. Parents are made aware of the expectations of school with regard to behaviour and attitudes of all children and staff in the school. Parents should hear from staff when their child has been good, as well as be informed of developing or serious concerns that staff have.

All behaviour incidents are recorded on Scholarpack, so that senior leaders can track and monitor behaviour.

This will usually mean that there will be communication in the first instance with the class teacher, and then jointly with the class teacher and Senior Leader.

At this point a system of monitoring may be established, providing a tool for home and school to communicate about the behaviour of the child. If the issues are significantly serious and/or sustained then the communication will be between the class teacher and HT.

At this level of escalation, the decision will be made as to whether these behaviours result in a formal letter being placed in the child's pupil record.

If after this escalation process has been followed, there is no clear improvement and there are continued incidences of unacceptable behaviour, then a formal Behaviour Support Plan will be drawn up with advice from outside agencies eg. New Woodlands.

School Expectations – Attitude, Commitment & Effort

These are core behaviours that we expect to see in every child, throughout the school day. This is within the classroom, around the school and also in the playground. All staff look out for these behaviours and those children who 'go the extra mile' and pupils are rewarded with an ACE card, which is sent home to parents.

All relationships and behaviour in school between pupils, staff and parents are governed by the Mission Statement and adherence to Gospel Values. All members of the community are expected to support the teachings and faith of the Catholic Church.

When dealing with problems, we expect children and parents to understand that - there is not an expected right to fight or answer back. Staff are expected to deal with any behaviour situations in a calm, and professional manner.

Children are encouraged to tell a member of staff if they have a problem with another child.

All staff should exemplify, and model positive relationships This includes ensuring that all relationships with staff, parents and pupils are based on mutual respect. There should be no shouting when communicating with pupils and staff should be mindful of what they say and how they act at all times.

We base our approach on The Pivotal Approach (When the Adult Changes – Paul Dix) and start with the behaviour of adults. We create a platform of consistency and all adults start with their own behaviour, and set high expectations.

All adults must be fully engaged in managing and modifying behaviour. As a result, nobody walks past and 'lets things go'.

Humiliation in any form plays no part in our school or the Pivotal approach. Learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour. Adults strip out all negative emotion/response when dealing with challenging behaviour.

Recognition replaces reward. The Pivotal focus is on pride not prizes. Recognition systems are not individual but collective. Learners are interdependent.

We shape our approach around the 95% of learners who arrive every day keen to learn and eager to please. The silent majority.

We don't believe the 5% of the most troubled learners are 'behaviour problems'; they need a different approach. One that is not based on a set of increasingly large sanctions.

Learners are never able to 'power play' with adults. There is no 'them and us' culture. Learners do not need to be passed up the hierarchy..

A key approach is: Praise in Public, Repair in Private (PIP & RIP). Therefore adults and learners have structured restorative conversations.

High expectations for behaviour and attitude to learning are implicit in all that we do at SWOY.

The school recognition system focusses on children being ACE, ie. recognition for ATTITUDE, COMMITMENT and EFFORT.

Each class has a highly visible Recognition Board, and teachers will work with the class to decide on a focus for learning behaviours each day. All staff are able to add a child to the ACE board and also to award an ACE card.

The ACE Recognition Board is refreshed each day. Once a child has been recognised for being ACE, their name or phot cannot be removed from the board.

A quiet conversation might be *'Do you remember why your name was added to the Recognition Board, I would like to see that behaviour again....'*

Class teachers MUST make a record of who has been given an ACE card, and the reason, and must ensure that children are given fair recognition for their efforts in all aspects of school life. Support staff may need to check with a class teacher before awarding an ACE card to establish whether there are any particular circumstances to consider.

Teachers do not provide additional stickers, rewards, 'Star of the Week' etc awards as this may confuse matters. However, stickers may be used in the Foundation Stage and SEN interventions, if agreed to be necessary.

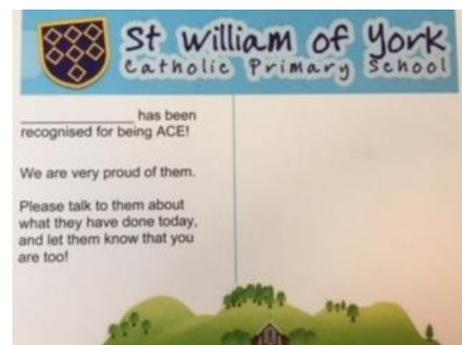
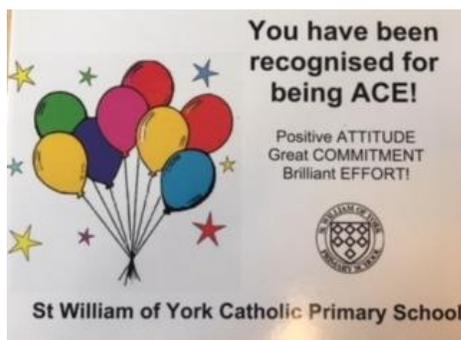
Praise is always more effective than criticism and emphasising good behaviour counteracts the effect of bad behaviour – 'catch them being good!'

Class teachers can select children who have made a particular effort and send them to the HT who will give a 'Headteacher's Award'. Praise should be handed out fairly. Teachers should keep a record on Scholarpack to ensure that rewards are fair and distributed.

If a child is finding it difficult to modify their behaviour, a telephone conversation or meeting with a parent must be arranged. A record of this must be recorded on Scholarpack.

In exceptional circumstances, a child may be moved places in the class after an initial warning. A teacher may decide to give the child 'Time Out' in another class (never more than 10 minutes). Further repetition could involve sanctions such as loss of playtime and privileges. Parents must be kept informed and class teachers must arrange a telephone call or meeting with parents if the misbehaviour persists. Records of telephone calls and conversations must be recorded on Scholarpack. More serious problems should be referred to the DH or ultimately to the headteacher. For further details see the Behaviour Policy.

Staff must be consistent in following school procedures, and children must be aware that all staff in school have equal authority to deal with any misdemeanours. Teachers must keep a record of any children sent out of class, and also a record of any conversations with parents as a consequence of concerns about behaviour.



School rules - how we treat each other

We place great emphasis on self discipline and respect for others. Good behaviour is acknowledged and rewarded. We have few school rules, but expect that children's behaviour will show an understanding of the need to tolerate and respect each other.

Our focus is on children developing a positive ATTITUDE, showing COMMITMENT and making a consistent best EFFORT in all that they do. This approach ensures that we have good relationships, behaviour for learning and show respect at all times.

It follows that these types of behaviour are unacceptable:

- Name calling of any kind, including racist, sexist and homophobic name calling
- Answering back
- Unkind remarks
- Any form of intimidation
- Play fighting
- Teasing
- Insulting language or swearing
- Unkindness of any sort
- All forms of bullying including cyberbullying.

When dealing with problems, we expect children and parents to understand that - there is not an expected right to fight or answer back.

Children are encouraged to tell a teacher if they have a problem with another child which they are unable to deal with.

These rules are fundamental to the way we expect each other to behave in school. They apply to everyone, adults and children.

Restorative Practice

At St William of York, we use a restorative approach to resolve conflict and repair relationships. At the heart of every restorative process is a damaged relationship between the person who caused a harm, the recipient of the harm, and the community in which the harm was felt.

Through restorative justice processes, these parties are able to communicate in a respectful manner to identify the personal responsibilities of all involved, explore solutions for how to repair the harm that was felt, and identify opportunities to reintegrate the individual who caused the harm back into the community.

With the support of others and through mediation, the onus is on the individual to identify why they may have behaved in a certain way and what they might need in order to help them avoid repetitive behaviours.

We also encourage joint meetings between the parties involved so that they are able to see the impact their behaviours might have on others' thoughts and feelings. The approach aims to improve children's emotional intelligence, encourages self-awareness and equips children with important social and emotional skills for life. It is about repairing and strengthening relationships for the future.

Following a disagreement, or series of disagreements, a school adult will address the issue with each of the children involved, individually. They will be encouraged to consider and answer the following questions:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who else might have been affected?
5. What do you need now?

From this, a group meeting might be needed for the children to explore their responses to these questions in front of the others. Together, they will be able to identify and articulate their needs in order to repair and rebuild their relationship.

Restorative Practice – Peer Mediators

As part of our restorative approach to conflict, children are chosen from Year 5 and 6 to attend a restorative training workshop. This equips them with the skills, techniques and education to help resolve small playtime conflicts, without the need for adult intervention. We believe that this encourages self-regulation and maturity within the children. They are known as Peer Mediators. One of their responsibilities is to host an assembly for the rest of the school, explaining the ethos of a restorative approach to conflict.

School rules - health and safety

There are other rules that affect the way we should behave. These have more to do with the safe and smooth running of the school. They are important, however, and persistent disregard for them shows a lack of consideration for the comfort and safety of others which is out of place in our school.

These rules include:

- No running in school.
- Keep the school tidy - don't drop litter & pick it up if you see it.
- Move around the school building quietly.
- Children should seek permission from a member of staff in the playground before coming into school during breaktime.
- No football or ball games before or after school, unless supervised by a teacher/member of staff.
- No scooters, or bicycles, within the school grounds.

Encouraging good behaviour

To develop and promote the best possible standards of behaviour, we will use strategies such as:

- Praise the children whenever possible.
- Send recognition notes home to celebrate when they have been A.C.E.
- Peer Mediator system
- Buddy time
- Use circle time & the PSHE curriculum to develop self esteem

All staff at SWOY will acknowledge and celebrate children's successes by sending a postcard home which tells the parent/carer that their child has been A.C.E.

This means that they have shown:

- A positive ATTITUDE
- Great COMMITMENT
- Brilliant EFFORT

This could be in any area of school life, in the classroom, the lunch hall, around the school, or in the playground. To reduce the incidence of challenging behaviour, we will:

- Pre-empt and manage situations before they escalate
- Use 'Circle Time' & the PSHE curriculum to discuss feelings and to share responsibility for good behaviour.
- Speak politely to each other at all times, even when it is necessary to reprimand children.
- Avoid situations where the children feel frustrated or unable to cope.
- Review the organisation of the school day when behaviour problems persist.
- Review the organisation of the classroom when behaviour problems persist.
- Check that the work is appropriately challenging for each child.
- Encourage children to see that we value their work by displaying it whenever possible, particularly when children have made a good effort.
- Seek advice from outside agencies for support

Managing challenging behaviour

The reasons why we impose sanctions for challenging behaviour are as follows:

- To stop the behaviour.
- To prevent it happening again.
- To remind children why their behaviour is unacceptable.
- To make a positive change in the children's behaviour.

To make sure that sanctions are effective, they must be seen by the children to be **fair** and **consistent**. Ensure that the level of reprimand suits the level of misdemeanour. Forgiveness and the opportunity to start again with a 'clean slate' must be central to the way we use sanctions. [This is embedded through our use of Restorative Practice and the opportunity for the child to identify what they need in order to help them to make better choices.](#)

For relatively minor forms of misbehaviour the following sanctions might be used:

- Verbal reprimand
- [Restorative Practice meeting](#)
- Sanctions agreed in class
- Additional work (but teachers must remember that they are responsible for supervising any children left in the class during break times).
- Staying with the Teacher/Midday Meals Supervisor during break.
- Sitting on a bench in the playground or by a wall for five or ten minutes

For more serious or persistent forms of misbehaviour the following additional sanctions might be used:

- Sending the child to another teacher (make sure they are given full information about the situation they are to deal with).
- Sending the child to the headteacher or a member of the SLT.
- Writing a letter of apology.

If a child is sent to the headteacher the following additional sanctions might be used:

- A telephone call home, conversation or writing a letter home to the parents.
- Meeting with parents to discuss the behaviour.
- Setting up a 'report book' between home and school.
- Internal exclusion ie. working in another class, or playing in a different playground away from peers.
- Sending a child home at lunchtimes (if chosen by the parent as an alternative to playground exclusion and provided parents have been given at least one written warning concerning the child's behaviour).
- Fixed period exclusion.
- Permanent exclusion.

Exclusion

If a Behaviour Support Plan fails, or in the event of persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of themselves or another member of the school family, then temporary (fixed) exclusion may be necessary. Return to school after an exclusion must be preceded with a meeting with the Head Teacher.. If all other avenues of support have been tried the school can take the decision to permanently exclude a child

(It should be noted that only the headteacher is able to exclude a child, either for a fixed period or permanently. This includes situations where it is deemed necessary for parents to be asked to collect their children from school during the school day. If it is felt that urgent action is needed for the protection of other children and a fixed period exclusion is not possible, then children should be isolated from their peers (by sending to another class or to the head teacher) for as long as is necessary to protect other children and to avoid any recurrence of the misbehaviour that has occurred.

How sanctions should be applied

In all cases, staff should ensure that:

- Children know why they are being reprimanded
- Sanctions are matched appropriately to the child's behaviour.
- Staff remain calm and polite while talking to the child.
- The headteacher is informed of any serious incidents, particularly if parents are involved.
- The safety of all children is the priority when dealing with any incident.

Dealing with more serious incidences of name calling

St William of York is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

Defining racial harassment and racist incidents

Racial harassment can take many forms and may be physical, verbal or non-verbal. It may, for example, consist of:

- Racial inuendos or banter
- Racist remarks or jokes
- Racially offensive material transmitted by email or writing
- Bullying on racial grounds
- Calling someone a nickname linked to his/her nationality or skin colour
- Any other race-related conduct that causes offence

The Macpherson Report on the Stephen Lawrence Inquiry stated that racial harassment is: - *“Any racial incident which is perceived to be racist by the victim or any other person”*.

Whilst it might not have been a child's intention to be racist; we need to recognise how certain types of behaviour and language might be received by the individual to whom this is directed. If a child is offended by the comment and having taken account of all viewpoints, the Head teacher may judge such occurrences to be a racist incident because of the comments made and the offence it caused to another child. Serious behaviour, including racist incidents, are formally reported to the governors at Governing Body meetings, however details of children's names and classes are not reported.

Responding to racist incidences

- Investigation by member of SLT, or Headteacher
- Explain to the perpetrator that verbal racist abuse will not be tolerated.
- Inform parents/carers of both parties by letter or verbally
- Offer support to the victim and counselling to the perpetrator and other students if appropriate
- Record incident, report to Governors and LA.

Responding to Homophobic incidences

Our school is a place where everyone has a right to be themselves, to be included and to learn in a safe and happy environment. Everyone is expected to treat each other with respect and kindness.

Derogatory or offensive language of any kind is unacceptable, including reference to an individual's sexual preference or orientation. Any reported incidences will be dealt with by a member of the SLT. It will be made clear to a perpetrator why such references or language is unacceptable. An apology will be expected, and parents will be informed.

Prejudiced based incidents

A prejudice-based incident is a one off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All such incidents will be treated seriously, investigated, recorded and reported to the Governing Body and the LA, if deemed appropriate.

Autumn 2023