



# Our Values and Behaviour Policy at St Wilfrid's

## Our Aim

We share the ideal of 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.

## Based On Values

### The Core Values: Faith, Aspiration, Effort, Respect

#### FAITH

Our belief in God, belief in oneself, belief in others, determination, family and community – the ethos bringing us together.

#### ASPIRATION

Aiming high, always striving for the best we can be and working with a growth mindset.

#### EFFORT

Recognising that our learning potential increases through effort (growth mindset).

#### RESPECT

Respect for self and others, respect for the family and ethos, respect for the team, global citizen, based on morals and ethics.

Our behaviour and reward systems are based on these four core values. As a staff team we recognise that it is the responsibility of every child and adult to promote these core values, so that they are consistently applied throughout school.



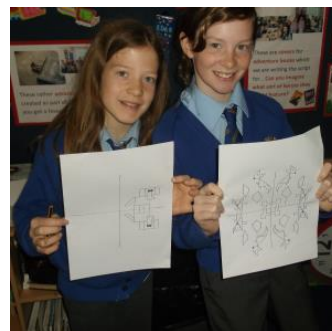
We believe that every child should be happy, safe and respected. By promoting an environment where faith, aspiration, effort and respect are encouraged, children will be able to flourish and excel. Children will be praised for demonstrating one or more of the values, both verbally and through their work. Conversely, if a child has deliberately acted in such a way that a core value is broken, then a suitable sanction will be put in place to support the child to reflect on their choices. The four core values are to be displayed in every classroom with the reward system linked to this.

## Our Colour Coded System

Children are encouraged to reflect on and think about the choices that they are making with a colour-coded system. This is displayed in every classroom. **A green colour code** represents making positive choices and should be the default expectation. If a child chooses not follow any of the core values, they are given a warning where they move to an **orange level**. If the child does not correct their behaviour or continues to

disregard the school's core values then they are placed on **red level**. This applies for any of the school's core values. Being placed onto red level for any value is followed by reflection time with the learning mentor and a message to inform parents is also sent home.

The school's approach to promoting excellent behaviour is based on positivity and high expectations. As such shouting is not used in the school and is reserved for emergency situations such as a child walking into a road. A child will always return to green at the beginning of a session, even if they have been on red in the previous session.



## Behaviour Expectations

Around school, every child or group of children is expected to stop when any adult in school shows the **stop sign**.

Before the stop sign there are three options:

1. **Using bells/chimes, followed by the stop sign**
2. **Counting down from 3, followed by the stop sign**
3. **Clapping 3 times, followed by the stop sign**



The response to the stop sign should be immediate; children should stop what they are doing, show the adult eye contact and mirror the stop sign. Any child who does not respond within 5 seconds once it is clear that they should be stopping, should be placed onto orange level.

## Communication Expectations

To develop children's communication skills, teachers will model and insist on the highest levels of spoken language. As a result, when children respond to adults, they will be encouraged to use the adult's name in conversation. e.g "How are you Henry?"

"I am good thank you Mrs Marsh."



## Read Write Inc. Behaviour Management Signals

Across school the RWI behaviour management signals are used. (Numbers denote number of fingers shown to children by the teacher)

1. **Children stand up silently**
2. **Children make transition according to instruction and stand (all transitions must be accompanied by chanting/singing linked to mathematical or English content)**
3. **Children sit down silently and begin work**

# Behaviour and Safety

## Behaviour:



**KS1:** Values boards are used as a reminder of the values to children and a praise area. When children demonstrate the core values clearly, the teacher will put the child's face on the board on top of the relevant value.

**KS2:** Classes in KS2 will have a specific praise area. Children's faces are placed in the praise area for showing the values clearly in class. The teacher makes it clear to the child why they have been put on the praise board.

## Serious Incidents

Any instances of physical behaviour towards other children immediately result in a **purple level** as it goes against all the core values of the school. When an instance of this occurs, the class teacher must fill in the serious incident form below. Any examples of **homophobia, racism, discrimination towards children or adults with SEN, or comments of a sexual nature**, should also be recorded on this form. This is then passed to the Head Teacher or Deputy Head Teacher, Learning Mentor and the Key Stage Leader.

## 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.

## 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 excessively disruptive or put other children or adults in immediate physical danger. 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 procedures.

### **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 in 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 DfE guidance will be followed.

## **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 Online Safety policy). We also ensure that all adults working in our school have the relevant CRB clearance.

## **Tackling Extremism and Radicalisation**

At St. Wilfrid's we are committed to tackling and preventing radicalisation as part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Please see our school policy for further guidance.

## **The Role of the Governing Body**

## Behaviour and Safety

The governing body should oversee the Headteacher's sound maintenance of behaviour at the school in line with its policies. The head teacher has 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.

### **The Role and Responsibilities of Volunteers**

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



# Behaviour and Safety

## Intervention

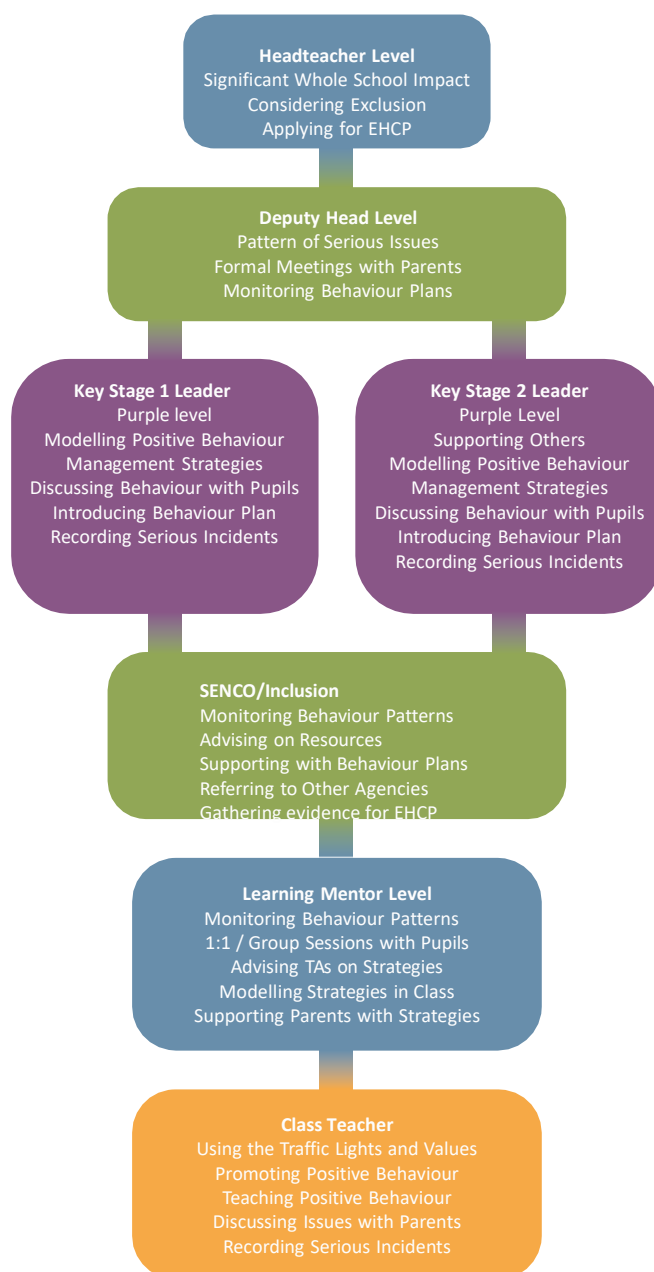
Every incident of Red, Orange or Purple Level is recorded on a behaviour monitoring chart by the class teacher. The learning mentor monitors and analyses patterns in behaviour to see if any children need targeted support.

**Red:** 5 minutes reflection time with learning mentor at breaktime or lunchtime (the first opportunity after the session).

3 x red within a space of 5 days results in purple level- all of breaktime missed and half of lunchtime- spent with a teacher (this is done on a rota basis) Parents are also informed by the learning mentor, and the Key stage leader is also involved at this stage.

Should behaviour not improve over the next 5 days, the Key stage leader will invite parents for a meeting where next steps will be discussed.

This may result in the child being placed on report and having all breaktimes and lunchtimes taken away until behaviour is of the required standard.



Key Stage 1 Leader Purple level

Class Teacher Level

## Uniform

Every child is expected to wear the correct uniform, including PE kits. Should a member of staff notice that a child is not wearing the correct uniform, they must take responsibility for enforcing the uniform. Should an adult see that a child is not wearing the correct uniform, they will inform the learning mentor who will give the child a uniform reminder letter to pass onto parents. The learning mentor will also keep a track of the children who are receiving the letters. Should the matter not be resolved, it will be developed and escalated.

One stud earring may be worn in each ear as long as this can easily be removed by the child for PE but no other jewellery.

## School Uniform

Sky blue shirt, school trousers, skirt or pinafore (mid grey), school tie (Rec – KS1 elasticated option), a school jumper/cardigan, grey socks or tights. In Summer the children can also wear a royal blue short sleeved polo shirt with the school logo on and mid grey knee length shorts/skirt or a blue and white checked dress.

## Shoes

Black sensible shoes without logos should be worn in school all year around. Trainers and 'branded' fashion shoes must not be worn in school. Boots can be worn into school in adverse weather then removed to change into shoes. No logos should be visible. For health and safety Reasons we are unable to allow open toe sandals.

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## PE KIT

T-shirt in your child's House colour:

*Red – St. George*

*Royal blue- St. Andrew*

*Green- St. Patrick*

*Yellow – St. David*



Black shorts for summer and tracksuit for winter. Black or white trainers should be worn for outdoor PE and CLEAN black or white trainers or black plimsolls should be worn for indoor PE. Where appropriate, children should tie their hair up during PE lessons.

Makeup may not be worn. Children may wear a watch for school if they wish. Children may not have lettering or other designs in their hair.

It is the responsibility of every member of staff to ensure that all children are wearing the correct uniform. If a child is not wearing the correct school uniform, the school will take the following steps to resolve this:

1. Talk to the child to find out why they are not wearing it.
2. Talk to the parents to explore the issue (it could be related to financial or other difficulties at home).
3. Consider whether the family may need further support.



4. Send a formal warning letter to parents.

5. If all of the above attempts fail, the head of school would have no choice but to exclude the child until such time as they can attend school in correct uniform. It is unlikely that this stage would ever be reached.

This is communicated to parents at the start of each term via a Parentmail letter signed by the Head of School.

### **Uniform procedure- Learning Mentor Level**

The learning mentor will send a letter home if a child is not wearing the correct uniform and there is not a suitable explanation.

The following day, if the child is still not in the correct uniform, a phone call will be made to parents.

If this happens on two occasions, the parents will be informed on the second phone call that the issue will be passed onto the Key Stage leader should the child not be in the correct uniform again.

**Note:** At all stages, staff interacting with parents and carers do so from **a place of respect, care and compassion**. They are the voice of the school and are there to offer the school's support in any way, shape or form to help the parents get their child to school in the correct uniform. A coaching approach will be used throughout the process.

## Uniform Script- Key Stage Leader Level

### Key Stage

#### Leader:

“Good afternoon (name of parent), it's (Key Stage Leader/AH/Learning Mentor) from St Wilfrid's School.” “How are you?”

“I am just ringing about (child's name) uniform.”

“I understand that the learning mentor has been in touch twice regarding (child's name and uniform items).”

**“The uniform policy states ..... and ..... are ..... (information about the items of uniform which are missing). I understand that the staff mentor has explained how we can support you to get (child's name) to school in the correct uniform; is there anything else that you require to help make this happen?”**

“We would like to find a solution to this issue as quickly as possible and therefore we can offer the following options:

- Child to come in wearing the correct uniform

- The school to provide support to ensure that the child wears the correct uniform (What are the barriers preventing the child wearing the correct uniform? financial support, providing the items from school).

**Which of these options would you like us to work together on Mrs/ Mr?”**

*If neither of these options are followed by the parent:*

**“I acknowledge what you have said, and can you understand that the school has a uniform policy that is followed by all children? How can we resolve this situation?”**

*If the parent/guardian does not want to engage, then the following statement can be used:*

**“Mr/Mrs (surname) thank you for your time. As a school we really want to support you to get (child's name) to school in the correct uniform. We have discussed several options, and these are always available to you. As we don't seem to be able to reach a solution at this point, are you happy for me to pass this matter onto our Deputy Headteacher to discuss a way forward with you tomorrow?”**

## Uniform Script- Deputy Head Level

### Assistant

#### Headteacher:

“Good afternoon (name of parent), it's (Deputy Head) from St Wilfrid's School.” “How are you?”

“I am just ringing about (child's name) uniform.”

“I understand that one of our staff have been in touch regarding (child's name and uniform items).”

“The uniform policy states ..... and ..... are ..... (information about the items of uniform which are missing). Our uniform policy states that...”

“I understand that Miss O'Neill has explained how we can support you to get (child's name) to school in the correct uniform; is there anything else that you require to help make this happen?”

“We would like to find a solution to this issue as quickly as possible and therefore we can offer the following options:

- Child to come in wearing the correct uniform

- The school to provide support to ensure that the child wears the correct uniform (What are the barriers preventing the child wearing the correct uniform? Financial support, providing the items from school).

**Which of these options would you like us to work together on Mr/Mrs....?”**

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**“Mr/Mrs (surname) thank you for your time. As a school we really want to support you to get (child's name) to school in the correct uniform. We have discussed several options, and these are always available to you. As we don't seem to be able to reach a solution at this point, are you happy for me to pass this matter onto (insert senior staff member) to discuss a way forward with you tomorrow?”**

## Some Suggested Strategies to encourage Positive 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.

## Rewards



**Reward stickers:** Children receive reward stickers if they have demonstrated any of the school's core values of Faith, Aspiration, Effort or Respect. This could be through their work, verbally or by an action. A reward card system is used to collate the number of stickers each child has received. The children then receive the following:

**10 stickers:** praise pad from the class teacher

**20 stickers:** certificate presented in class

**40 stickers:** certificate presented in Key Stage Assembly

**60 stickers:** certificate presented in whole school assembly

**80 stickers:** (St Wilfrid's Superstar Level): Certificate presented in assembly by Head of School, name and photograph displayed on the St Thomas Superstar board, and tweeted

## Additional Reward Good Practice

This may include:

Showing others their good work

Showing other teachers

Good Work Assembly

Positive feedback to parents - verbal and written

Citizen of the Week Certificates

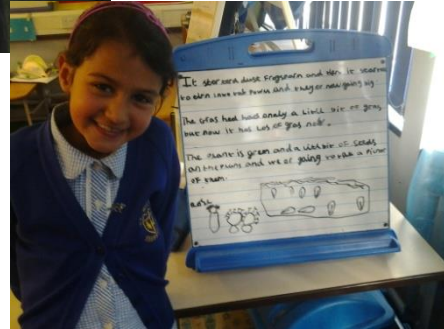
House Points

Smiley Faces or Stars

Marbles in a jar

Stamps

Stickers or prizes from the Head teacher/ other members of the S.L.T.



## Encouraging Child Centred Self Resolution

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

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.





