



ST WILFRID'S
CATHOLIC PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Ready to Learn • Respectful to Everyone • Safe in Our Behaviour

"Love one another as I have loved you." John 13:34

Policy owner	Head of School
Approved by	Local Governing Body
Date approved	
Review date	
Statutory / recommended	Recommended school policy
Linked policies	Safeguarding and Child Protection; Anti-Bullying; SEND; Equality; Attendance; Online Safety; Physical Intervention; Suspension and Permanent Exclusion
School mission	"We strive to follow Christ's example to always do our best."

This policy should be read as a statement of our Catholic approach to relationships, conduct, learning, restoration and support.

1. Mission, Ethos and Rationale

At St Wilfrid's Catholic Primary School, we believe that every child is created in the image and likeness of God and is therefore deserving of dignity, respect, care and compassion. Our Catholic faith underpins all that we do and guides our approach to behaviour, relationships and learning.

We strive to follow Christ's example to always do our best. Good behaviour is not simply compliance with rules; it is the way in which we learn to love our neighbour, use our God-given gifts well, accept responsibility, repair harm and contribute to the common good. We seek to form pupils who make wise choices because they understand what is right, just and loving.

Our approach is positive, relational and restorative. Adults teach behaviour explicitly, notice what is going well, respond calmly and consistently when expectations are not met, and give every child the opportunity for forgiveness, reconciliation and a fresh start.

2. Our Catholic Values and Guiding Principles

Our behaviour culture is rooted in the Gospel and expressed through the following commitments:

- Dignity: every person is precious and is treated with respect, regardless of behaviour, background or need.
- Love and compassion: we seek to understand, support and guide rather than shame or humiliate.
- Justice and fairness: expectations are clear and responses are proportionate, consistent and informed by individual circumstances.
- Forgiveness and reconciliation: mistakes are addressed honestly; harm is repaired; relationships can be restored and a new beginning is always possible.
- Responsibility: pupils are helped to recognise the impact of their choices and to take appropriate action to put things right.
- Service and the common good: our behaviour should help everyone to learn, feel safe and flourish.
- Hope: we believe that behaviour can change and that every pupil can grow in self-discipline, wisdom and virtue.

Two principles guide our practice:

1. Every member of our community is valued in the sight of God; therefore, adults and pupils treat one another with dignity, courtesy and care.
2. Every pupil has God-given gifts and is entitled to the calm, safe and purposeful environment needed to develop them fully.

3. Aims of the Policy

- create a happy, safe, orderly and inclusive Catholic community in which all can flourish;
- teach pupils the habits, language and self-discipline needed for successful learning and relationships;
- establish simple, memorable and consistently applied expectations across the school;
- promote positive behaviour through warm relationships, explicit teaching, recognition and encouragement;
- ensure that behaviour is understood in context while maintaining high expectations for all;

- use restorative practice so that pupils learn from mistakes, repair harm and rejoin the community positively;
- work in genuine partnership with parents and carers;
- provide graduated, personalised support where pupils need more help to meet expectations.

4. Ready, Respectful and Safe

The school has three simple behaviour expectations. They apply in classrooms, corridors, the playground, dining hall, collective worship, clubs, educational visits, journeys to and from school, online activity connected with school and whenever pupils represent St Wilfrid's.

Expectation	What this means at St Wilfrid's
READY TO LEARN	We arrive on time and prepared. We wear our uniform with pride, bring the equipment we need, listen, participate, persevere and use our God-given talents. We are ready to serve others, accept guidance and take responsibility for our choices.
RESPECTFUL TO EVERYONE	We recognise Christ in one another. We use kind words and good manners, listen when others speak, respect differences, care for property and the environment, and allow everybody to learn. We disagree without being unkind and seek reconciliation when relationships are damaged.
SAFE IN OUR BEHAVIOUR	We follow reasonable adult instructions, move calmly around school, keep hands, feet and objects to ourselves, use technology responsibly, report worries or bullying and make choices that protect our own safety and the safety of others.

5. Shared Responsibilities

Staff are expected to:

- establish and maintain clear, simple and consistent expectations, routines and boundaries;
- welcome pupils warmly and build positive, professional relationships with children and families;
- explicitly teach, model, rehearse and revisit Ready, Respectful and Safe;
- model calmness, courtesy, forgiveness, reconciliation and emotional self-control;
- notice and describe positive behaviour, effort and improvement;
- use agreed language and the graduated response consistently, without public humiliation or sarcasm;
- intervene when behaviour falls below expectations rather than walking past it;
- listen to pupil voice, establish facts fairly and consider what a behaviour may be communicating;
- make reasonable adjustments for SEND, disability, trauma or additional need while retaining ambitious expectations;

- communicate concerns and successes with parents and carers in a timely, respectful manner;
- record significant or repeated incidents accurately on the school's agreed recording system and seek support appropriately;
- safeguard pupils and refer any child-on-child abuse or wider safeguarding concern immediately to a DSL.

Pupils are expected to:

- follow the school charter: Ready, Respectful and Safe ;
- listen to adults and follow reasonable instructions;
- do their best and make it possible for others to learn;
- speak and act with kindness, honesty and good manners;
- care for school property, equipment and the environment;
- attend regularly, arrive punctually and wear the correct uniform;
- report bullying, unsafe behaviour or worries to a trusted adult;
- reflect on their choices, tell the truth, accept appropriate consequences and take part in repair and restoration;
- promote the good name of St Wilfrid's in school, online, in the community and on educational visits.

Parents and carers are expected to:

- support the school's Catholic ethos, charter and Positive Behaviour Policy;
- model respectful communication and work in partnership with school staff;
- ensure that their child attends regularly, arrives on time, is correctly dressed and ready to learn;
- encourage their child to be honest, accept responsibility and repair harm;
- inform school promptly of significant circumstances that may affect behaviour or wellbeing;
- raise concerns through the appropriate school channels, beginning with the class teacher;
- avoid discussing individual children or incidents on social media and remain vigilant about their child's use of technology;
- attend meetings and engage with agreed plans where additional support is needed.

6. Consistency in Practice

Consistency does not mean that every child receives an identical response. It means that adults use the same values, expectations, language and process, while making compassionate adjustments where needed.

- **Consistent language:** Ready, Respectful and Safe are referred to in praise, reminders and restorative conversations.
- **Consistent routines:** expectations for entering rooms, transitions, lining up, listening, equipment, learning and social times are explicitly taught and practised.
- **Consistent positive reinforcement:** adults routinely notice and celebrate behaviour that supports learning and community.
- **Consistent follow-up:** the adult who begins an intervention normally completes it, seeking support rather than simply passing the problem on.
- **Consistent consequences:** responses are certain, calm, proportionate and connected to the behaviour wherever possible.

- Consistent respect: adults maintain dignity and emotional control even when a pupil is distressed or disrespectful.
- Consistent fresh starts: pupils are not defined by previous mistakes and are welcomed back positively after repair.

7. Teaching Positive Behaviour

Behaviour is taught in the same deliberate way as other areas of the curriculum. At the start of the year, after holidays and whenever needed, staff will teach and rehearse:

- how to enter, leave and move around the school calmly;
- how to gain attention, listen and contribute;
- how to organise and care for equipment;
- how to play cooperatively and resolve minor disagreements;
- how to use the dining hall, playground, toilets and collective worship spaces;
- how to behave safely on visits, at clubs and online;
- how to recognise emotions, seek help, regulate and rejoin learning.

8. Rewards, Recognition and Celebration

We believe that sincere, specific recognition is the strongest foundation for positive behaviour. Rewards should help pupils understand exactly what they have done well and how it reflects our school charter, mission and Catholic values. They are used fairly, inclusively and in ways that do not disadvantage pupils with additional needs.

St Wilfrid's will continue to use its established systems of recognition, including:

- **Saint Points** - these will be awarded when pupils are noticed to be demonstrating Gospel values. **1 saint point will be awarded and 5 for anything that is deemed to be exceptional.**
- **Class Dojo** - these can be awarded individually or on a group basis. They are awarded when pupils demonstrate positive learning behaviours. At the end of each week, a reward will be given to individuals or groups of pupils who have achieved the most Dojos - **the reward will have been agreed by the pupils and teacher at the beginning of the year.**
- Awards will be given during Celebration Assembly each Friday which include -
 - Merit awards for a congratulation of the teacher's / teaching assistant's choice
 - Sport Award
 - Music Award
 - Value and Virtue Award
 - Lunchtime Award - each week, individuals from each phase will be awarded for notable behaviour at lunchtime. These pupils will receive a certificate, and will attend a Top Table lunch event at the end of the half term led by dinner supervisors
 - Other pertinent awards eg Uniform Award - for a child who has attended school in correct uniform **consistently**
- **Attendance Awards** - pupils will be recognised at the end of each half term for improving their attendance or for attending exceptionally well. In addition, one pupil, or a group of pupils, from each class, upon impressing their class adults with their attendance for the week, will win their class a spin on the Spin to Win prize wheel. Prizes are agreed with the Attendance Champion and lead and Head Boy and Head Girl, after consultation with School Council;

- **Positive messages or telephone calls home** - these may occur at any time;
- **Other** verbal praise, written feedback, stickers, displays, responsibilities and visits to another adult or senior leader to share success

Rewards are not removed once earned.

9. Responding to Behaviour That Falls Below Expectations

When a pupil finds it difficult to meet expectations, adults respond with calmness, privacy and compassion. The behaviour is addressed; the child's dignity is protected. Staff seek to avoid confrontation, establish facts, listen actively, use the least intrusive effective response and provide an opportunity to repair and restore. **'Praise in Public, Reprimand in Private'**

The graduated response below is normally followed for low-level or repeated classroom behaviour. Staff may move directly to a later stage where behaviour is unsafe, seriously disruptive, discriminatory, abusive or involves refusal to follow a safety instruction.

Step	Response	Adult action
1	Pre-emptive: tactical ignoring and positive noticing	Where safe and appropriate, avoid giving attention to minor attention-seeking behaviour. Deliberately notice a nearby pupil meeting the expectation: "Thank you, <name>, you are ready to learn." Use proximity, pause, gesture, eye contact or a change of position.
2	Private reminder	Give a brief, calm reminder linked to Ready, Respectful or Safe, privately wherever possible. Allow take-up time and repeat if a reasonable adjustment is needed.
3	Clear warning	Name the behaviour and the expected behaviour. Explain the next step calmly: "I have noticed you are calling out. The expectation is respectful listening. This is your warning; I know you can put it right."

Step	Response	Adult action
4	Last chance / brief reflection	Speak privately and use a short intervention: notice the behaviour; name the expectation; offer a positive choice; remind the pupil of previous success; state what needs to happen next; give take-up time.
5	In-class move or reflection space	The pupil moves to an agreed place within the room for a short, purposeful period, normally around five minutes, to regulate and re-engage. This is not a public punishment.
6	Buddy class / calm time with phase support	A short period in an agreed partner classroom or supervised calm space allows the pupil to compose themselves and continue appropriate learning. The class teacher retains responsibility for follow-up.
7	Repair, restore and rejoin	The adult holds a restorative conversation. Appropriate reparation, completion of missed learning or a proportionate consequence may follow. Re-entry is warm, clear and focused on a fresh start.

Example of a 30-Second Intervention

"I have noticed that you are... The expectation you have not shown is... You now need to... Do you remember when you...? That is the behaviour I need to see now. I know you can do it. Thank you."

Any deliberate refusal to follow a reasonable instruction may escalate the response. Where the instruction relates to immediate safety, staff will seek senior support without delay.

10. Restorative Practice: Repair and Restore

Restorative practice focuses on truth, impact, responsibility and repairing harm rather than humiliation or retaliation. Questions are neutral and are asked when the pupil is calm enough to reflect. Adults may adapt the language to age, communication need and emotional development.

- What happened?
- What were you thinking and feeling at the time?
- What are you thinking and feeling now?
- Which expectation or value was not shown?
- Who has been affected, and how?
- What needs to happen to make things right?
- What will help you make a different choice next time?

Repair may include a sincere apology, restoring property, completing missed learning, carrying out a helpful act connected to the harm, practising the expected routine, or agreeing a plan for next time. An apology is encouraged but is not forced or treated as sufficient without changed behaviour.

11. Consequences and Impositions

Consequences are used to protect learning and safety, help pupils understand impact and support better future choices. They are proportionate, reasonable and never degrading. Examples may include:

- completion of learning that was deliberately missed;
- loss of a specific privilege linked to the behaviour;
- a short, supervised break-time or lunchtime reflection;
- repair or replacement of damaged property, in partnership with parents where appropriate;
- a changed seating, social-time or supervision arrangement;
- a written or practical reflection, adapted to the pupil's age and needs;
- a formal meeting, behaviour plan, internal exclusion or suspension for more serious or persistent behaviour.

Pupils must still have reasonable opportunities for food, drink, toileting, movement and regulation. Whole-class punishments are not used for the behaviour of individuals.

12. Recording, Communication and Monitoring

Routine low-level behaviour is managed through classroom practice and does not require a formal record unless it becomes persistent or forms part of a wider concern. Significant, repeated, discriminatory, bullying, safeguarding-related or unsafe incidents are recorded on CPOMS. Records should be factual, proportionate and include action taken, communication with home and any restorative outcome.

Patterns are reviewed by appropriate leaders through pastoral, safeguarding, SEND and attendance processes. Parents and carers will be informed promptly where behaviour is serious, repeated, affecting learning or safety, or where additional support is being considered.

13. Graduated Behaviour Support

The universal approach will be sufficient for most pupils. Where behaviour remains persistent, staff will assess possible triggers, unmet needs, patterns and barriers, and use a graduated response. Support is reviewed regularly and success is celebrated.

Level	Focus	Action and monitoring	Parent/carer partnership
Informal chart	Early targeted support	The class teacher agrees two or three (according to the individual) specific, achievable and positively worded targets. Progress is reviewed at agreed points during the day for a short period.	An initial conversation explains the targets. Updates are shared so success can be celebrated at home.
Stage 1: Class Teacher Support	Repeated low-level or persistent behaviour not improved through universal strategies	A personalised plan is led by the class teacher. Strategies, reasonable adjustments and impact are reviewed, normally within four to six weeks. Parents are informed	A meeting or structured conversation aligns home and school approaches.
Stage 2: Middle Leader / Pastoral Oversight	Behaviour that has not improved at Stage 1 or is more significant	The existing plan is strengthened. The pupil has regular check-ins with a middle or pastoral leader, with mentoring and a fresh start each day. SEND assessment or additional pastoral support may be considered. Parent meeting to write the plan	A formal review is held, with agreed actions and review dates.

Level	Focus	Action and monitoring	Parent/carer partnership
Stage 3: Senior Leadership Oversight	High-level or persistent behaviour creating significant risk of exclusion	A senior leader oversees an intensive, time-limited plan. A risk assessment, pastoral support plan, external advice or alternative arrangements may be used. Progress is checked frequently.	A mandatory meeting ensures that seriousness, support, expectations and possible next steps are understood. If this is not successful, Senior Leaders will deem this child 'at risk of exclusion' and will complete the 'Exclusions checklist'

14. SEND, Disability and Additional Needs

St Wilfrid's maintains high expectations for all pupils while recognising that some children need additional teaching, adjustment or support to meet them. Behaviour may be linked to communication, cognition, sensory processing, emotional regulation, disability, trauma, attachment, medical need or other barriers. Staff will avoid assuming that all behaviour is deliberate defiance.

- make reasonable adjustments in line with the Equality Act and the pupil's identified needs;
- use individual communication, visual support, predictable routines, movement or regulation strategies where appropriate;
- consult the SENDCo, pastoral staff, parents and the pupil;
- consider whether further assessment, an individual plan or external agency advice is needed;
- ensure that consequences remain fair, accessible and educational rather than discriminatory;
- retain clear boundaries where behaviour places the pupil or others at risk.

A reasonable adjustment changes how an expectation is taught or supported; it does not remove the right of other pupils and staff to learn and be safe.

15. Serious, Unsafe or Prohibited Behaviour

Some incidents require an immediate senior response and may bypass the usual classroom steps. These include, but are not limited to:

- serious physical aggression or violence;
- possession or use of a weapon or dangerous item;
- serious threats, intimidation or coercion;
- racist, religious, sexist, homophobic, biphobic, transphobic, disablist or other discriminatory abuse;
- sexual harassment, sexual violence or child-on-child abuse;
- bullying, including cyberbullying;

- deliberate significant damage, theft or bringing prohibited substances onto the premises;
- persistent serious disruption or refusal that compromises safety;
- conduct outside school or online that affects pupils, staff, the orderly running of school or the school's reputation.

The school will establish facts, safeguard all involved, record the incident, inform parents as appropriate and determine a proportionate response. A risk assessment or safety plan may be required. Where there is a safeguarding concern, the Designated Safeguarding Lead will lead or coordinate the response. Where a potential criminal offence is indicated, the school may seek advice from or refer to the police and other agencies.

16. Physical Intervention

Staff may use reasonable force only when necessary and lawful, for example to prevent injury, serious damage or the commission of an offence. It is never used as a punishment. The least restrictive response is used for the shortest necessary time. Incidents are recorded, parents are informed and the pupil is supported afterwards. Pupils known to present an increased risk may have an individual positive handling or safety plan.

17. Internal Exclusion, Suspension and Permanent Exclusion

An internal exclusion may be used for serious or persistent behaviour when a pupil needs to complete learning away from their usual class under appropriate supervision. It is authorised by a senior leader, recorded, communicated to parents and followed by reintegration and repair.

Suspension and permanent exclusion are used only when warranted by the seriousness or persistence of behaviour and in accordance with current statutory guidance and the agreed procedures. The Head of School makes the decision in consultation with the Executive Head Teacher. Parents receive written information about the reason, duration, work arrangements, review rights and reintegration. A reintegration meeting and plan will normally take place following suspension.

20. Off-Site Behaviour and Online Conduct

The school may respond to behaviour outside the school premises, including online behaviour, where it occurs during a school activity, while travelling to or from school, while wearing school uniform, when a pupil is otherwise identifiable as a St Wilfrid's pupil, or where the behaviour could adversely affect another pupil or member of staff, the orderly running of the school or the school's reputation. Safeguarding concerns will be managed through safeguarding procedures.

21. Staff Induction, Support and Accountability

All staff, including temporary staff and volunteers where relevant, are introduced to the school policy, routines, rewards, graduated response, recording expectations and safeguarding procedures. Leaders support staff through modelling, coaching, professional development and review. Persistent inconsistency is addressed because predictable adult practice is essential to pupil security and fairness.

22. Pupil Voice, Equality and Review

Pupil voice informs the teaching and review of behaviour expectations. The school monitors the application and impact of this policy, including patterns by protected characteristic, SEND, disadvantage, year group, location and type of incident, so that unfairness or disproportionality can be identified and addressed.

The Head of School is responsible for implementation. Governors provide appropriate challenge and oversight. The policy is reviewed annually, or sooner where statutory guidance, school practice or emerging need requires change.

Appendix 1: Ready, Respectful and Safe - Pupil-Friendly Charter

READY TO LEARN

- I arrive on time and prepared.
- I wear my uniform with pride.
- I listen, join in and keep trying.
- I use my gifts and help others to learn.
- I am ready to take responsibility and put mistakes right.

RESPECTFUL TO EVERYONE

- I use kind words, good manners and a calm voice.
- I listen when someone else is speaking.
- I respect difference because everyone is precious to God.
- I care for people, property and our environment.
- I allow others to learn and seek peace when relationships go wrong.

SAFE IN OUR BEHAVIOUR

- I follow instructions that keep people safe.
- I move sensibly and use equipment properly.
- I keep my hands, feet and objects to myself.
- I use technology responsibly.
- I tell a trusted adult about bullying, harm or anything that worries me.

Appendix 2: Restorative Conversation Prompt

Use only when the pupil is sufficiently calm and able to reflect. Adapt language and communication to need.

- What happened?
- What were you thinking and feeling?
- Which part of Ready, Respectful or Safe was not shown?
- Who has been affected and how?
- What do you need to do to put this right?
- What support or strategy will help next time?
- How will we know that things are repaired and you are ready to rejoin?

Appendix 3: Behaviour Support Plan - Suggested Headings

- Pupil strengths, interests and successful relationships
- The behaviour to be reduced, described factually
- The positive replacement behaviour to be taught
- Known triggers, patterns and early warning signs
- Preventive strategies and reasonable adjustments
- Regulation and co-regulation strategies
- Adult responses and agreed language

- Recognition and motivation
- Safety or risk-management arrangements
- Pupil voice and parent/carer views
- Review date, responsible adults and evidence of impact