

ST WILFRID'S CATHOLIC PRIMARY SCHOOL



BEHAVIOUR POLICY

Date written	October 2022
Date agreed	December 2022
Chair of Governors (signature)	Mary Higgins
Executive Head (signature)	Helen Milligan
Head of School (signature)	Lucy Husted
Behaviour Lead (signature)	Joanne Brown
Date of review	October 2023

All staff at St Wilfrid's Catholic Primary School aim:

- to promotes the development of respect and love for the individual, showing caring attitudes to one another within our school community and in the wider community.
- to follow Christ in our actions – this is explained and presented to the children at their level to give them the understanding they need to take personal responsibility for their actions.
- to support everyone in achieving our schools mission statement:
'to love, care, share and respect'.

Mission Statement: **We strive to follow Christ's example and always do our best.**

Our Behaviour Policy assumes that:

As a Catholic School, Christ is firmly at the centre of all that we do at St Wilfrid's Catholic Primary School. This includes the Gospel values and virtues being embedded throughout our approach to behaviour expectations. Our mission is a fundamental part of the schools' behaviour principles and is intrinsic to all that we do. Our school values of respect, responsibility, resilience, integrity, inclusion and aspiration are at the core of everyday life at St Wilfrid's Catholic Primary School. They enable our children to develop the personal qualities that result in an understanding of the need for an agreed code of conduct that allows all children to access a safe and happy learning environment. Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves. We have high expectations of children's behaviour and we believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

"At St Wilfrid's Primary School, we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour."

Our school charter:

Ready – to learn

Respectful – of everyone

Safe – in our behaviour

It will be consistently applied in all lessons, teaching sessions, assemblies, Collective Worship and Hymn Practice, in After School clubs, at lunchtime and at playtimes.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries;
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- Be visibly consistent in approaches – not walking by;
- Benefit from a calm and secure environment in which to teach effectively;
- Use Core Values and restorative language to support good behaviour for learning;
- Build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- Consider the reasons why behaviours are being displayed.

All staff have the support of the Executive Head, Head of school, the Senior leadership team and have access to external professional support services where needed.

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Always do their best and make it easy for everyone else to learn
- Take care of equipment, furniture and surroundings
- Always walk quietly and sensibly around school
- Always come to school on time and in the correct school uniform
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

Parents are expected to:

- Be fully informed about the school's ethos, Core Values and the Behaviour for Learning policy;
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- Be confident that their child is developing personally, socially and academically;
- Keep the school informed of any significant events that may affect their child in school;
- Support the school in developing appropriate behaviour;
- Remain vigilant regarding the use of Social Media and Communication Technology.
- Contact the class teacher if they have concerns. If that concern remains, they should contact the Head of School or Executive Head teacher.

Partnership with parents:

A strong partnership between home and school is of real benefit to children. At St Wilfrid's we strive to work in partnership with parents. This ensures a consistent approach. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. Where the teacher deems it appropriate, they will speak with parents at an early stage. If the Head of School considers a problem serious enough, parents will be contacted, and a meeting arranged where the matter will be discussed with a member of the Senior Leadership Team.

Rewards and Sanctions:

At St Wilfrid's we want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well. We aim to focus, as much as possible, on a positive approach of encouragement and praise and believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour for all.

Praise is given in many ways and includes:	
Verbal praise	Praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.
House Points	Awarded for particularly good work in class, for homework, or for good behaviour noticed around school. <i>These may be awarded by any member of staff.</i> Each week, the winning house will be recognised and recorded, the house with the most points at the end of each half term will be rewarded with an extra play session with the play equipment.
Class Dojos	Awarded on an interactive Class Dojo reward system; specific so individual positive behaviour can be celebrated. Awarded by class staff to encourage core skills and values. Points are collected and rewarded at the end of each week by the class teacher.
Values & Virtues	Awarded each week in Merit assembly for demonstrating the current Value or Virtue. This may a certificate and/or a wristband– <i>May be awarded by any member of staff.</i>
Merits	Awarded weekly in Merit assembly by class teachers in recognition of exceptional work or effort in class.
Wise Owl for Writing Sports Award Music Award	Each awarded weekly by class staff, during Merit assembly, in recognition of successes in these areas.
Stars (J) and Smileys (I)	Awarded to classes for lining up and moving around school quietly and sensibly The class with the most stars and smileys each week is rewarded with extra play.
Lunchtime Award	Awarded to one class or individual from the Infants and Juniors each week by the Lead Lunchtime Supervisor as an example of excellent playground behaviour.
Praise Postcards	These are posted, to one child per class each, half term to recognise exceptional behaviour, effort, or attainment.
Uniform award	Awarded each half term for wearing our uniform with pride.

In addition, further, on the spot, rewards might include:

A visit to a member of staff responsible for a subject in which the child has excelled.

A visit to a senior member of staff.

A sticker from a teacher for example for our Catholic Social Teaching or our Children's Charter.

A quiet word, a smile, etc.

A word to a parent.

A mention on the school's Twitter feed, website or newsletter.

Sanctions:

On occasions, where a pupil finds it difficult to follow our Core Values, positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation, demonstrating compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide pupils with the opportunity to make amends – repair and restore.

Where necessary, individual pupils may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher, phase leader, behaviour lead or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

Remember - It is the behaviour which is unacceptable – not the child. Consider the deed not the perceived reputation of the child.

	Steps	Actions
1	Reminder	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible. Repeat reminders, if reasonable adjustments are necessary. (Take the initiative to keep things at this stage if possible.)
2	Warning	A verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments. <i>I noticed that you are...having trouble getting started/struggling to get going/struggling with playing kindly.</i> <i>The expected behaviour you have not shown is...be kind and loving/be the best you can be/be respectful to everyone and everything.</i> <i>You have chosen to...move to another seat/catch up with your work later.</i> <i>Do you remember last week when you...got that positive note/received a dojo/did that fantastic learning.</i> <i>That is who I need to see today...</i> <i>I expect...to see your table tidy in 2 minutes.</i> <i>I know you will...</i> <i>Thank you for...give them take up time</i>
4	Time out	Time out will be a short time in a buddy class, in a thinking space or at the side of the playground. It is a few minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short
5	Repair	This might be a quick chat at break time in the classroom/playground (walk and talk) or a more formal meeting. – using restorative language... What happened? What were you thinking and feeling? Which Core Value were you not showing? Who has been affected – how did it make them feel? How can you make it right? How can you make sure this doesn't happen again? Depending on the behaviour displayed and whether the behaviour is repeated, this step

		may involve the behaviour lead and/or a member of SLT – for time out they should be sent to a SLT member. The repair may involve ‘Community Pay Back’ or an imposition.
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The member of staff who has dealt with the situation records incidents of poor behaviour on CPOMs. This enables staff to monitor behaviour closely and address patterns that may arise. These will be monitored regularly by SLT and pastoral staff.

Each incident will be recorded using the following questions:

- What happened?
- Who has been affected – how did it make them feel?
- What actions have been taken?
- What will be put in place to avoid this happening again?

***Remember each child has a clean state after each lesson /day /week / 1/2 term**

Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again.

Community Pay Back:

These are additional responsibilities that will be carried out in the pupil’s own time, e.g. break or lunchtime – assisting an adult with tidying an area, helping in the lunch hall, sharpening pencils, putting the playground toys away or litter picking. The staff member will remind the pupil of the reasons why they are carrying this out, before and after the Community Pay Back. This will be communicated to parents by the adult issuing the sanction, by letter and will be followed up with a review meeting, where undertakings will be discussed, reparation made and clean sheets created. A mentor may be allocated to support the learner; this could be any member of staff with whom they can build a positive relationship.

Imposition:

If a child needs to catch up on learning missed - this may be sent home with a short note attached and must be completed that evening and signed by the parents/carers. The parents/carers can see that there are expectations that are not being met, and the learner can see that there are consequences for not completing work.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

Meeting between parents and Class Teacher -To discuss behaviour and encourage a consistent approach to behaviour management between home and school.

If a behaviour plan fails to have the desired impact the school will seek the support of external agencies

Referral to senior staff/Head of School/ Executive Head- Children to explain their behaviour to Phase Leaders and reflect upon their actions to avoid any repeat of such behaviour in the future. There may be, where it is deemed necessary, discussion with pupil and parents. In such cases, a behaviour monitoring sheet may be implemented. (*Appendix A)

All aggressive behaviour will lead to an immediate referral to senior staff. This would be discussed during a phone call to parents and with the child.

Behaviour incidents will be recorded on our electronic monitoring system CPOMs. The Head of School, Executive Head and SLT will be informed of all serious incidents involving physical contact.

More serious behavioural issues in school

Serious incidents are defined as:

- Behaviour that poses a danger to the child
- Behaviour that poses a danger to others
- Behaviour that causes damage to school or another person’s property.

In the case of pupils who exhibit more challenging behaviour in school the following procedures will be followed

- The parent will be asked to attend a meeting about the concerns raised by the school.
- Behaviour may be monitored through the use of a structured behaviour plan.
- A risk assessment may be drawn up.
- Specialist services may be involved if necessary. E.g. Beacon Behaviour support.
- The effectiveness of any behaviour plan will be monitored and further behaviour plans drawn up as required.

Exclusions

Internal Exclusion

An internal exclusion at St Wilfrid's means that a child will complete their set work outside of the classroom that they usually work within. This could be the SLT office or another appropriate area. Only a member of SLT can internally exclude. The incident would be logged on CPOMs

Fixed Term Exclusion

If an incident is deemed serious enough to involve fixed term exclusion, the Head of School or Executive Head teacher will endeavour to contact the parents on the day of the incident.

A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.

Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked. Parents must meet with the Head of School or Executive Head Teacher on the day that the child returns to school to ensure such events don't reoccur. The Head Teacher has the right to turn a fixed term exclusion into a permanent exclusion. This would only be considered following advice from Birmingham City Council's exclusion team. ONLY the Head Teacher has the authority to impose an exclusion. All exclusions will be recorded on CPOMS.

Procedures to appeal against a decision are also clearly outlined in the letter. St Wilfrid's School follows guidelines set out in the Department for Education's document (2012) 'Exclusion from Maintained Schools

NB – *It may not be appropriate for all sanctions to be followed methodically – some instances may require action immediately, for example, where the child is responsible for verbal or physical assault against another pupil or an adult, which includes:*

- *fighting, violent behaviour, wounding, obstruction and/or jostling,*
- *verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence,*
- *aggressive behaviour, causing or potentially causing harm,*
- *swearing,*
- *homophobic abuse and harassment,*
- *racist abuse or harassment,*
- *carrying an offensive weapon*

Child on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome using CPOMS.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is

present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

SEND

Every child is created in 'God's image' and this tenant of our Catholic faith is something that the Governors and staff at St Wilfrid's hold very firmly. We recognise that some children with additional or complex needs may struggle with behaviour. We will always strive to support these children through supervision, outside agency support and different strategies. In some cases, external agencies may run their own systems of reward and sanction appropriate to the individual.

We will work closely with the parents to ensure that the children's needs are met within our setting and support the child and family if a main school setting is not suitable to meet their needs.

Pastoral team and other external agencies.

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate the support of external agencies, including

The education psychologist - for behaviour in school

Beacon Behaviour Support

SENAR for advice to do with issues of behaviour or welfare in school

For some children, where difficulties with behaviour is persistent, they will be referred to a member of our school Pastoral Team, where they will be supported through a variety of strategies that are deemed appropriate (e.g 1 to 1 work, mentoring) or referred for work with our Mental and Emotional Health Worker.

Where children are exhibiting ongoing difficulties in their relationships with others either in class or on the playground, we may implement a pastoral support log to help track and identify issues or triggers. (Appendix B)

NB: Work with the Pastoral Team is not always solely related to behavioural difficulties.

Keeping Classrooms Safe - Physical Intervention:

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only physically intervene as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only employ positive handling techniques when the risks involved in doing so are outweighed by the risks involved by not. Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary 'Positive handling' training.

GENERAL PROCEDURES

Lining up

- Whistle is blown
- Children move immediately to their designated lining up spots, in register order.
- Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

Moving around the school

- No groups should move around the school unaccompanied by a teacher.
- All children should enter and leave all rooms in an orderly fashion.
- Everyone should walk at all times, keeping to the left, paying particular attention to this when going up or

down stairs.

- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom

Teachers should discuss the school charter and how this applies to their classroom contract. The school rules are:

- **We are ready**
- **We are respectful**
- **We are safe**

Routines should be in place for:

- Positively entering and leaving the classroom.
- Getting out and clearing away materials.
- Getting changed for P.E.
- Getting the attention of the class.
- Wet play

During lunchtimes

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child **tells**, listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action, using the *right choices* behaviour system and language.

In the Hall

- Children line up and enter and leave in silence, with hands joined, accompanied by their teacher.
- Uniform should be checked before going into the hall.
- 'Register or assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- During assembly, children should sit in silence unless asked to participate.

On educational visits

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

Classroom Intervention – Low Level

Class teacher/TA carries out appropriate sanctions

Year Group Partner Intervention

Rec - Y1 3M –3TP

1M – 1DG 4P – 4B

2B – 2G 5P -5W

6G - 6W

This should not be to address behaviour it should be a 10 minute time out so the child can calm down.

Phase Leader Intervention

Stage 1 / 2 Behaviour Plan implementation

Fiona Clarke– EYFS

Jo Brown – KS1

Rebecca McClenaghan – Lower KS2

Ruth Gregory – Upper KS2

Mentor Intervention

Seek support from Jo Brown – Behaviour Lead, Kelly Bourke and/or Sue Whittingham - Pastoral Manager who will liaise with appropriate agency e.g. pastoral/playtime support, Morning targets, etc.

Class teacher and Phase Leader to liaise with parents

Stage 1 BEHAVIOUR PLAN -Phase leader, SENDCO & class teacher (SLT to be informed)

IT IS STILL THE CLASS TEACHER’S RESPONSIBILITY TO ESTABLISH WHAT HAS HAPPENED IN INCIDENTS

SLT Intervention and External Agencies

Stage 3 BEHAVIOUR PLAN

Behaviour Lead

BEACON BEHAVIOUR SUPPORT + SLT INVOLVEMENT

Circumstances where child may be excluded from school/breakfast club/lessons etc.

COMMUNITY PAY BACK

Date

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** was struggling to follow the Core Values today because _____ and, as a result, completed some Community Pay Back. The Community Pay Back task they chose was _____.

I would be grateful if you could talk to **CHILD'S NAME** to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact **CHILD'S NAME** classteacher, who would be happy to help you.

Yours sincerely

IMPOSITION

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** has not completed their learning today in the time given. Please find attached your child's unfinished learning.

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them. Please can they complete this at home and return to school tomorrow, signed by yourself so that they are at the same stage as the rest of their peers.

If you would like to discuss the matter further, please contact me. Yours sincerely

My child has completed their outstanding learning.

Date

INTERNAL EXCLUSION

DATE

ADDRESS

Dear

I am writing to inform you that **CHILD'S NAME** had an internal exclusion this **morning/afternoon** for **REASON**

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact **CHILD'S NAME** classteacher, who would be happy to help you.

Yours sincerely



I will...

I will...

I will...

- 1: Target missed
- 2: target not met
- 3: Target achieved
- 4: Target beaten
- 5: Outstanding

[illegible]

Pastoral Log			This log is to support xxxxx to report any incidents to a teacher or other trusted adult. xxxxx will score each session out of 5. This will be reviewed with xxxxx in 1 week.				Scores 1 or 2= incidents that need investigating have taken 3= Fine but not feeling too happy 4 or 5= no issues at all, a fantastic session.
xxxxx							
Week Beginning:							
	Session 1	Break	Session 2	Lunch	Session 3	Session 4	Teacher or Trusted Adult Comments
Example	5	2	4	5	5	5	Incident of feeling targeted by another child at break- resolved. The rest of the day has been good- Ms Brown
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

