



St Wilfrid's C of E Primary School  
**Behaviour Policy**

Written:	Sept 2024
Approved:	Autumn 2024
Review:	Autumn 2025

## **Introduction**

It is our primary aim at St Wilfrid's C of E Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust, respect for all, and the Christian values of loving our neighbours.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. We aim to promote an environment where everyone feels happy, safe, and secure. The policy aims to promote good relationships so that all people can work together with the common purpose of helping everyone to learn.

We treat all children fairly and reward good behaviour, as we believe this develops an ethos of kindness and co-operation. We expect children to:

- Develop their full potential in terms of spiritual awareness, self-esteem, and academic achievement.
- Behave in a considerate way towards others.
- Be tolerant, understanding, and considerate of the rights, views, and property of others.
- Develop a responsible and co-operative attitude towards work.
- Become increasingly independent, responsible, and positive members of the school and wider community.

## **Our School Values**

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We emphasise the positive aspects of behaviour management through our school values and ethos where we aim to 'develop Christian values and attitudes of love, joy, kindness, respect, resilience and faith.'

As a Christian school, we encourage learning within an environment that is supportive, collaborative, and inclusive. "Do to others as you would have them do to you" is the 'Golden Rule' that is embedded in our ethos.

## **Roles and Responsibilities**

The Governing Body, in consultation with the Headteacher, staff, and parents, will keep this Behaviour Policy under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory, and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the Behaviour Policy and its procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff, and volunteers, are responsible for ensuring that the Behaviour Policy and its procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the Policy and its procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, for teaching good behaviour, and for implementing the agreed Policy and its procedures.

The Governing Body, the Headteacher, and staff will ensure there is no differential application of the Behaviour Policy and its procedures on any grounds, particularly ethnic or origin, culture, religion, gender, disability, or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed through the School Council.

## **Tailoring our Behaviour Management to the Needs of Individuals**

We recognise at St Wilfrid's that sometimes it is necessary to tailor our response to dealing with certain behaviours around the particular needs of the child and family. We recognise the need, therefore, to set up provision and behaviour management strategies on an individual basis in order to meet the needs of all children. The range of interventions implemented for groups and individuals. These include;

- ELSA sessions
- Therapeutic support
- Whole class learning on healthy minds 'Striving for Life in All its Fullness' John 10:10

Differentiated learning and personalised procedures are implemented for children with identified Special Educational Needs and Disabilities to ensure equality. This differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child, their parents, the Special Educational Needs Co-ordinator and any other agencies involved with the child and their family. Where a child is identified to have such needs, a personalised approach is used (see SEND behaviour flow chart) and a plan created (appendix 2).

### **Measures in place**

- We provide pupils with clear definitions and examples of different forms of bullying including cyber bullying, prejudice based and discriminatory bullying ensuring a shared understanding between students, staff and parents.
- We will implement educational programmes which address different types of bullying eg Project Evolve and Be Internet Legends as well as the DaART programme.
- Alongside our Christian Values, British Values and Protected Characteristics are interweaved throughout our curriculum promoting inclusivity, diversity and respect. 'Striving for Life in All its Fullness' John 10:10
- Regular assemblies and workshops including external speakers and organisations to provide additional perspectives and raise aspirations eg NSPCC and MHST.
- Reporting systems are provided to students to encourage them to share any incidents.
- Consequences are consistent, fair and known by all students to act as a deterrent.
- Behaviour and online safety policy are regularly reviewed and updated.

### **The Restorative Approach and Use of Consequences**

When using consequences at St Wilfrid's, the child/children will usually be involved in a Restorative conversation (see appendix 1) and take an active part in deciding any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional, or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills.

'Time In' can be offered to children before an incident is dealt with. This is not a punishment but a time to calm emotions before discussing the event. Some pupils may require support or specialised resources to enable this, e.g. visiting a calming space or a walk outside.

### **Rewards**

A number of rewards can be given for positive behaviour. Examples of such rewards include:

- Giving verbal praise to children
- Written remarks about good work
- Giving smiley faces, stickers, or stamps
- Sending children to a nearby teacher or to members of the SLT
- Giving verbal praise, Dojo messages or written achievement certificates to parents
- Putting a child into the 'Golden Box and/ or Celebration Worship' for recognition by the school

Dojo points may be awarded to pupils in KS2. These may be awarded by any staff member who recognises a good deed, act, or piece of work. During the year, Dojo points are added, and each one equates to one house point. Children in KS1 and Reception will also be awarded Dojos and stickers.

## Behaviour Steps and Sanctions

Staff across the school use the following system to address poor behaviour:

- Step 1: Regularly praise positive behaviour, setting a high example for others to strive for.
- Step 2: At the first signs of negative behaviour, and if possible, walk or pass by if necessary and quietly remind the child of what is expected, remaining calm. Monitor the child's behaviour informally.
- Step 3: If negative behaviour continues, give the child a warning that their behaviour is unacceptable – Provide a white think bubble/cloud.

**Nb. No break is lost as yet, and the think bubble can be removed should a child's behaviour improve.**

- Step 4: If negative behaviour continues, the child is given a blue think bubble (to replace the white bubble). Reflection time is given - the child stays in for 5 minutes of their play (infants) or the whole play (juniors). Teachers have the discretion to move this time if deemed appropriate (e.g., to lunchtime or the next day).
- Step 5: If poor behaviour continues, seek member of leadership team involvement. The child will miss a significant part of lunchtime play.
- Step 6: The child works out of class for the remainder of the morning/afternoon.



### Examples of white cloud behaviour can include:

- calling out
- arguing
- low level disruption

### Examples of going straight to blue cloud behaviour can include – a number of these will lead to stop:

- swearing
- racist insults
- fighting
- vandalising
- bullying

If a child goes straight to 'stop', they are sent to the Headteacher and parents are contacted.

At any point, with improved behaviour, the child can make their way back up the steps (e.g., have a white think bubble removed if they improve their behaviour). However, any sanctions applied fairly and consistently will be applied.

Staff always seek to praise pupils' efforts and always consider what might be causing the behaviour in order to help deal with the behaviour in a positive manner whenever possible.

Reflection time should focus on the child being honest about the choices they have made and what they can do to make a difference, making better choices from then on using a reflection log. (See appendix 1).

### Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. At St. Wilfrid's, we are prepared to use suspension and permanent exclusion if necessary.

### Bullying

Defining bullying as the repeated, targeted ill-treatment of a pupil by another pupil/pupils, creating fear and distress, we will not tolerate bullying at St. Wilfrid's. Any proven case of bullying will be met by a robust response, which may involve suspension or, in the most serious cases, permanent exclusion from school.

### Screening and Searching Pupils

The school reserves the right to screen and search pupils, in line with legal requirements, for items that are prohibited by school rules. This includes, but is not limited to, weapons, alcohol, drugs, and any other items deemed inappropriate or harmful. The school will clearly communicate to pupils and parents which items are banned and may be subject to a search.

### **The Power to Use Reasonable Force or Make Other Physical Contact**

Staff are authorised to use reasonable force or make physical contact with pupils when necessary to maintain safety and order within the school. This may include breaking up fights, restraining a pupil who is at risk of harming themselves or others, or removing a disruptive pupil from a classroom. The use of reasonable force will always be proportionate and in line with the school's safeguarding policies.

### **Lunchtimes and Playtimes**

The same system is used at lunchtimes and playtimes. For low-level incidences of poor behaviour, staff will ask children to think about their behaviour, and are likely to provide small periods of thinking time. They might spend this time with the teacher on duty. Should the poor behaviour continue, or be more serious in nature, they will be reported to the class teacher or school leadership team, who should apply the sanctions above, as appropriate.

### **Low-Level Disruptive Behaviour**

All staff may give time out (usually 5 minutes from Year 1 upwards) for low-level disruptive behaviour. When this occurs, the child will be informed they have been given time out, together with the reason.

Typical reasons for giving time out will be talking when not allowed in assembly, not lining up appropriately.

Class teachers or TAs will normally supervise time out for children in their own classes. Partner/adjacent teachers may need to support. Time out should occur as soon as possible after the negative behaviour. Discretion should be used when giving time out to children with SEND. A record should also be kept.

### **Recording Good Behaviour and Misbehaviour**

The teachers should keep a record of those children who have been honoured through the Golden Box Worship system. Each class teacher keeps a record of those children who have been on the step system beyond a white cloud (where a sanction is applied).

Staff are required to keep timely and accurate records of incidents of poor behaviour. CPOMS should be used to record these. Where a child displays continual poor behaviour, records should include:

- Type of incident
- Time of incident
- Pupils involved
- Adult response
- Outcomes

It is the responsibility of other staff to keep the class teacher informed of any rewards or sanctions.

### **The Power to Discipline Beyond the School Gate**

The school has the authority to discipline pupils for misbehaviour that occurs beyond the school gate, particularly when pupils are on their way to or from school, wearing school uniform, or are in some other way identifiable as pupils of St Wilfrid's Primary School. This includes the use of social media or online behaviour that could harm the school's reputation or the wellbeing of others.

### **Multi-Agency Assessment for Pupils Displaying Continuous Disruptive Behaviour**

When a pupil displays continuous disruptive behaviour, the school will consider when it might be appropriate to conduct a multi-agency assessment. This may involve liaising with external agencies, such as social services or educational psychologists, to identify any underlying issues and to create a coordinated plan of support for the pupil.

### **Pastoral Care for School Staff Accused of Misconduct**

The school is committed to providing appropriate pastoral care and support for staff members who have been accused of misconduct. This includes ensuring that investigations are carried out fairly and promptly, that staff are kept informed, and that they have access to support services, such as counselling, during the process.

**Appendix 1: The Restorative Conversation**

If there has been an incident in school where a child's behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with their class teacher.

**St Wilfrid's CofE Primary School**  
**Student Reflection Sheet**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What did I do?

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How did I feel?



Angry /Frustrated



Sad



Scared Other

How do I feel now?



Sorry



Remorseful



Sad Other

Why?

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**How will I make it right?**



**Say sorry**



**Re-do my work**



**Write a letter**

**Other**

**Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What happened?**

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**What did I do?**

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**How did I feel?**

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**What did I achieve?**

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List three things you could do or think to behave better and more calmly next time.



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**What have I learnt?**

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**How have I made it right?**

**Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Appendix 2 Behaviour Plan**

**Behaviour Management Plan**

Name:

DOB:

Date:

Level of crisis	Anxiety/ Behaviour What do you see/observe?	Triggers/ Influences	Teacher/TA Support/Intervention	Outcomes/ Further Action
<p><b>LEVEL 1</b> Trigger/ Anxiety Stage Early warning signs- Verbal and nonverbal</p> <p><b>THE NEED FOR SUPPORT</b> Incident or event perceived as a threat to self-esteem, personal safety and property Physiological changes take place</p>				
<p><b>LEVEL 2</b> Escalation/Defensive stage</p> <p><b>THE NEED FOR CLEAR LIMITS, CHOICES, BOUNDARIES</b> Body prepares itself for fight or flight. Adrenalin released muscles tense, breathing faster, blood pressure rises, rationality/ ability to reason and listen is <b>reduced</b> Lack of empathy</p>				
<p><b>LEVEL 3</b> Crisis stage</p> <p><b>THE NEED TO USE SAFE, PHYSICAL MEHTODS OF CONTROL</b> Explosive, irrational behaviour. Inability to listen to others High physiological arousal – looking for more perceived threats. Egocentric frame of mind Difficulty in responding to external stimuli.</p>				

<p><b>LEVEL 4</b> Recovery Stage <b>THE NEED TO FOR A COORDINATED LETTING GO PROCESS</b> Anger begins to subside but can easily aroused again. High possibility of re-escalation Over sensitive to triggers Vulnerable and confused Guilt feelings may emerge</p>				
<p><b>LEVEL 5</b> Learning Phase Post crisis Depression state - body needs to rest and recover. May feel guilt and remorse about incident. Beginning to return to rationality. May have negative feelings about self/self-esteem</p>				

This plan has been read by:

Teacher .....

Teaching Assistant .....

Parent/Carer(s) .....