



St Wilfrid's C of E Primary School
Behaviour Policy

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Introduction

It is our primary aim at St Wilfrid's 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, peace, patience, kindness, goodness, faithfulness, humility, gentleness and self control.***'

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 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 of dealing with certain behaviours around 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. We are an emotionally intelligent school and will endeavour to go the extra mile to meet the needs of our children and families. We take a graduated response to behaviour management.

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) 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, a walk outside, access to a busy box.

Rewards and Sanctions

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 nearest teacher or to the Headteacher/Assistant Headteacher for praise
- giving verbal praise or written achievement certificates to parents
- putting a child into 'Golden box' for recognition by the school

Dojos

Dojo points may be awarded to pupils in KS 2. 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.

Running totals of dojos should not be displayed in classes.

House Points

House points will also be awarded in KS 2. Where a child earns a dojo, they will also receive a house point (vice versa/?)

KS1 and Reception

Children in KS1 and reception can be awarded merit stickers which they accumulate.

Sanctions

Staff across school use the following system to address poor behaviour

Behaviour steps and sanctions

Step 1: Regularly praise positive behaviour, setting a high example for others to strive for

Step 2: At 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 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 (a bit like child going on Orange in traffic light system)

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

Step 4: If negative behaviour continues, child is given a blue think bubble (to replace white bubble). Reflection time is given - child stays in for 5 minutes of their play (infants) or whole play (Juniors). Teachers have the discretion to move this time if deemed appropriate (eg to lunch time or next day)

Step 5: If poor behaviour continues, seek member of leadership team involvement. Child will miss significant part of lunchtime play

Step 6: Child works out of class for the remainder of the morning/afternoon.



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.

Certain, more serious behaviour e.g. swearing, physically hurting another child, will warrant an immediate 'time for reflection'. 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.

Example Reflection time questions: What happened? What wrong choice did you make? What happened as a result? What will you do to move on/make it better? How will we prevent this from happening again? How will you show you are sorry?

Lunchtimes and playtimes

A similar 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 mins. from Year 1 above) 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 TA's 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 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. In addition to the formal record, class teachers and the Senior Midday Supervisor may also keep other relevant information concerning both good and poor behaviour.

Informing and Involving Parents

Parental support is essential for our Code of Conduct to work. Therefore, we contact parents and seek their help whenever we are concerned about a child's behaviour. We will always contact a parent if the child goes onto Step 2, or beyond, unless a formal plan is already in progress

As far as possible, we also set an ethos of praise whenever it is deserved and try to share children's successes with their parents.

We make the commitment that we will try to work with parents in trying to maintain the highest standards of behaviour.

Reviewing Effectiveness

From time to time the SMT will review these records of misbehaviour in order to monitor the effectiveness of this Policy and to see if there are any patterns of poor behaviour across the school. Additionally, the SMT will share good practice with other staff and Governors by reviewing individual practice and also practice seen in other schools.

Where there is repeated concerning behaviour, the following will apply:

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Where there is repeated concerning behaviour (moving to the blue cloud 3 or more times in a week, or a significant incident) the following may apply: (see also Appendix 4).

1. Behaviour logs will be completed
2. Informal contact with the parents/carer by the class teacher.
3. Involvement of the Head Teacher and or Deputy or other senior member of staff
4. Individual Behaviour Plan drawn up.
5. Involvement of outside agencies/ support.
6. Internal exclusion.
7. Exclusion – temporary/permanent as set down by NCC guidelines if the incident is serious.

Stopping Inappropriate Behaviour

At St Wilfrid's, we do everything possible to work with children to promote positive behaviour. Positive reinforcement is more effective than issuing a sanction. At our school we understand that; 1. Behaviour is a form of communication of an unmet need. Therefore, to change behaviour, we must respond to the unmet need. 2. Children's behaviour cannot be fully understood in isolation, without considering their individual influences. 3. Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems.

Continued Inappropriate Behaviour

Children's behaviour is monitored through the use of a recording incidents on CPOMs and ABC charts.

On occasions, additional or individual measures may need to be implemented in order to address a range of needs. Members of staff will work with parents/carers and external agencies to develop a plan that is appropriate. Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parents/carers and either the relevant Headteacher, Deputy Headteacher. In these instances, children may be placed on an Individual Behaviour Plan (IBP) and they will be given behaviour targets which will be regularly reviewed and updated with parents.

During this period of monitoring, children may also have nurture sessions or other interventions, individual reward systems, a Boxall Profile may be completed, and external agencies may be requested for support. If the child shows risk of flight or violent outbursts, they will have an Individual Risk Assessment; these will be shared with all staff at the school. Individual Behaviour Plans for individual pupils, will be written in collaboration with parents/ carers, the child themselves (if appropriate), school practitioners, school SENDCo and outside agencies may be sought for advice e.g. School Special Services, GAP.

For school trips, reasonable adjustments may have to be made to ensure that a child's behaviour will not prevent others from being safe and having a good time. In these instances, a child's parents/carers will be informed of the measures being put into place.

Appendices

Example resources for use in managing challenging behaviour

Appendix 1: How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited. Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour? 16
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child’s schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

Date / time	What activity was going on?	What happened right before the behaviour that may have triggered?	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Appendix 2: 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.

Welcome and set the rules

Thank you for agreeing to talk about what happened. I understand it can’t be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that? Enquiry – locate in the event (The past) Can you tell me what happened? What were you thinking at the time? How were you feeling at the

time? Who else do you think has been affected by this? Enquiry – locate in personal context (The present) What have your thoughts been since? How are you thinking/feeling now? Reframe / Summarise. So what I think you're saying is Identify needs (The future) What do you need to do so that..... Things can be put right? You can move on?

Meeting needs and agreement

So what do you think needs to happen now? / How will we know things are working? Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing, then?" / How will it look? How will you be feeling?" Closure How are you feeling right now? / How will we know things are getting better? Thank for listening so well /working hard to agree a way forward.

If more than one child is involved in the incident there will be a restorative meeting.

Restorative Chat Prompt Card

- > Tell me what happened.
- > What were you thinking at the time?
- > What do you think about it now?
- > Who was affected? How were you affected?
- > What's needed to make things right?
- > How can we make sure this doesn't happen again?

Appendix 3: Consequence Ladder

<u>Behaviours</u>	<u>Adult Responses and options of discussion with the child</u>
Low level disruption. Boisterous behaviour Uncooperative actions Not getting on with a task Using avoidance tactics Disrupting others.	Preventative actions/ de-escalation. Calming time within class/ distraction job. Individual working space suggested. Informal discussion to support child. Validate and redirect. Continued behaviour following warning move to yellow. At the end of the session, discuss with the child if they feel they can return back to green, has their behaviour improved? Return to green if agreed. Continued Behaviours noted move the child to red traffic light (and record this on CPOMs)

Repeatedly disturbing others. Inappropriate discussions and statements. Inappropriate language. Poor choices Teasing Hurt someone (carelessness) Lack of respect for person or property.	Catch them being good and praise. Say sorry and mean it. Catch up on missed work at a time of their choosing, options given- at break time, at home etc. Do something nice to restore relationships with others. Inform parents- if necessary. Following warning move to yellow. At the end of the session, discuss with the child if they feel they can return back to green, has their behaviour improved? Return to green if agreed. Continued Behaviours noted move the child to red traffic light (and record this on CPOMs).
Child will be asked to discuss their actions with an appropriate adult and agree a consequence which if completed enables them to return to green.	

Appendix 4 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
LEVEL 1 Trigger/ Anxiety Stage Early warning signs- Verbal and nonverbal THE NEED FOR SUPPORT Incident or event perceived as a threat to self-esteem, personal safety and property Physiological changes take place				

<p>LEVEL 2 Escalation/Defensive stage THE NEED FOR CLEAR LIMITS, CHOICES, BOUNDARIES Body prepares itself for fight or flight. Adrenalin released muscles tense, breathing faster, blood pressure rises, rationality/ability to reason and listen is reduced Lack of empathy</p>				
<p>LEVEL 3 Crisis stage THE NEED TO USE SAFE, PHYSICAL MEHTODS OF CONTROL 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>LEVEL 4 Recovery Stage THE NEED TO FOR A COORDINATED LETTING GO PROCESS 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>LEVEL 5 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)

