St. Wilfrid’s Catholic Primary School:

Behaviour policy and statement of behaviour principles

‘Aim High, Believe and Achieve’

Approved by: St Wilfrid’s School Council and Governing Board

Version 2

Last reviewed on: 22nd November 2017

Next review due by: November 2018
St Wilfrid’s Catholic Primary School Mission Statement

Hope in God

Here at St Wilfrid’s we work together to live like Jesus
Our vision is to enrich the life of everyone that passes through our school
Praising and celebrating effort and success
Ensuring fairness where every child matters

Inviting our school, parish and locality friends to support us on our journey of faith
Nurturing spiritual growth through our Catholic ethos

Giving each other the opportunity for development in learning, worship and serving others
Offering a safe and happy school where every person is valued

St Wilfrid’s School School’s Mission Statement reflects the ethos of our school underpinning every aspect of our school life and as such forms the foundation for the principles of our Behaviour and Anti-Bullying policies. It is marked by the child centred approach to all we do to ensure that the needs of each individual are met. We believe firmly in the power of good role modeling and the positive reinforcement of attitudes and values, which we wish to cultivate in children. Pupils are helped to become self-reflective, taking responsibility for the consequences of their actions. Consideration, tolerance and respect for the rights of others, regardless of gender, faith, race, colour, sex or age are recognised and praised.

At St Wilfrid’s we are loving and caring people, we treat others as we would like to be treated.

We know that we can talk to any adult who will help us if we are sad or have any problems. They are here to help us and to keep us safe.

I think behaviour at St Wilfrid’s is outstanding because we let everyone join in with our games.
1. Aims
This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the **special educational needs and disability (SEND) code of practice**.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions
**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Definition</th>
</tr>
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<table>
<thead>
<tr>
<th>Emotional</th>
<th>Being unfriendly, excluding, tormenting</th>
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</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Hitting, kicking, pushing, taking another’s belongings, any use of violence</td>
</tr>
<tr>
<td>Racial</td>
<td>Racial taunts, graffiti, gestures</td>
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<tr>
<td>Sexual</td>
<td>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</td>
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<tr>
<td>Direct or indirect verbal</td>
<td>Name-calling, sarcasm, spreading rumours, teasing</td>
</tr>
<tr>
<td>Cyber-bullying</td>
<td>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</td>
</tr>
</tbody>
</table>

**Strategies for dealing with incidents of ‘bullying’**

In order that bullying can be resolved it is essential that the victim is able to report incidents without fear of retribution. In order to ensure this is possible, time will be spent working with the victim to identify a ‘safe’ process for reporting. Pupils will be encouraged to identify their preferred adult to whom they can speak.

The relationship dynamics between bully and victim are often complex and may take time to understand. A pupil may become a bully because they themselves have at some time been the victim or because they have low self-esteem/emotional issues.

Pupils are encouraged to use the STOP, TALK, WALK strategy if they feel at all threatened by another person.

In the event of a pupil or parent reporting concerns regarding bullying of any kind the following steps to address it will be initiated:

- the headteacher will be informed immediately
- the headteacher will inform all relevant members of staff
- a monitoring programme will be put in place
- pupils involved will be interviewed by class teacher and the headteacher as appropriate
- headteacher will liaise closely with staff
In the event of the school finding evidence that supports the alleged ‘bullying’ the headteacher will:

- contact parents of the ‘victim’ and the ‘bully’ and arrange meetings
- record all meetings and reported incidents
- establish ‘safe’ reporting procedures for the ‘victim’
- where appropriate set up play therapy for the ‘bully’ and the ‘victim’.
- the head / class teacher will take steps to make sure that those involved fully realise what they are doing and the consequences of any further behaviour of this kind
- where necessary a behaviour plan/risk assessment for improving behaviour will be drawn up
- consequences and actions/sanctions will be put into place if required

**Monitoring, review and evaluation**

The headteacher will provide report to the governing body on any bullying each term.

This policy will be reviewed annually in the autumn term. The criteria against which the effectiveness of the policy will be measured will include:

- an analysis of the nature and frequency of recorded incidents,
- identified patterns associated with individual pupils, classes or groupings
- pupil views
- staff views
- parental views
- well-being questionnaires

**Individual behaviour record**

Where a pupil persistently demonstrates inappropriate behaviour the class teacher keeps a record of incidents on SIMS and sets targets for improvement. Circle time activities take place at the end of each week with a member of the leadership team to think about poor behaviour and the impact on others. Incidents that have resulted in a pink slip being issued are logged in the pink slips/behaviour folder.

**Playtime rules to avoid bullying:**

- play happily together
- play safely on the adventure trial
- look after the playground equipment
- use the band system
- use picnic benches to sit quietly
- keep the playground tidy
• listen to the lunchtime supervisors
• use the ‘friendship’ stop if there are any problems on the playground.
• Playtime PALS and break time buddies
• Use of the Solar Dome for quiet activities
• Green/yellow/red card system in place
• Playground rules used for time out

Our staff encourage play by:

• Organising a game on the playground, or games that are available to use in the playground.
• Using Working with Others games and activities.
• Organising games for pupils who are friendless or children who are aggressive including some better-behaved pupils.
• By finding friends for pupils who are on their own or are frightened of the playground.
• Award house points for good behaviour.
• Give time out for pupils needing time to think and reflect.
• Ask a pupil to walk around the playground with them to discuss making good choices.

Our staff handle playground problems by:

• dealing with them immediately and consistently.
• Taking into consideration the age of the pupil/s and their needs.
• Listening to the pupil/s
• Considering whether each incident was an accident, if so explain this to the child.
• Taking into consideration whether you need to deal with the other pupil involved - if not - suggest action for the complaint, i.e. come and walk with me, or find another friend for the pupil.
• dealing with the other pupil - listen to their side of the story - ask the pupil what action he/she could take to stop it happening again.
• Giving time out
• walking with the dinner supervisor for a time
• being sent in to stand outside the Headteacher’s room
5. Roles and responsibilities

5.1 The governing board
The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher
The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school’s statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff
Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents
Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct
Pupils are expected to:

- Behave in an orderly and self-controlled way
• Show respect to members of staff and each other
• In class, make it possible for all pupils to learn
• Move quietly around the school
• Treat the school buildings and school property with respect
• Wear the correct uniform at all times
• Accept sanctions when given
• Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

• House points
• Marble Madness times
• Shining Lights
• Special responsibilities/privileges
• Certificates and awards badges

Sanctions include:

• Missing playtime
• Missing golden time/marble madness
• Writing a letter of apology/saying sorry
• Speak to parents
• Sent to another class
• Stand outside the HT office
• We may use the library/group room in response to serious or persistent breaches of this policy. Pupils may be sent to the library/group room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Pupils will be supervised by an adult.
• Exclusion (see exclusion guidance from WSCC)

We have adopted a ‘staged’ approach for dealing with inappropriate behaviour.
STAGE 1 Low level incident The adult
should calmly explain to the child that they have done wrong
ask the child to reflect on the consequences of their action in terms of impact on self or others
explain that further inappropriate behaviour will result in a sanction
apply strategies to prevent reoccurrence

STAGE 2
When a child repeatedly disregards the requests of the teacher/adult, has reviewed 2 more warnings, becomes a source of distraction or upsetting to another children Stage 2 is initiated.

At this stage the teacher will:
implement classroom sanctions – move the children on to the blue face
withdraw a privilege- take away 5 minutes of the child's next play
keep a record of such incidents and speak with parent if there is a reoccurrence in the same week- to be completed in behaviour logs which are kept in classrooms
At this stage children are able to redeem themselves and will have the opportunity to come off the blue and back onto the wall through good behaviour.

STAGE 3

Stage 3 should be initiated in the event of a child not responding to Stage 2 or when:
two warnings for further misdemeanours have been ignored the adult will move the child to the pink face (if they remain on this at the end of the day they will be issued with a pink slip)
deliberate kicking, biting or physically assaulting another pupil or an adult where there is definite proof.
deliberate damage or breaking of school equipment or pupil's belongings
behaviour is aggressive / threatening (verbal, non-verbal; or physical)
they are rude to an adult/ intentionally ignore something they are asked to do
Pink slips will be issued by an adult immediately for children who break any of the bottom four bullet points in this section. As a result of this children will spend their golden time meeting with a member of the SLT to complete a circle time activity. Parents are informed when their child receives a 'pink slip' and asked to meet with the head teacher on the issue of a 3rd pink slip.

7.2 Off-site behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the coach, tournaments and matches.

7.3 Malicious allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
9. Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training
Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Complaints about bullying
Concerns / complaints about bullying will be treated seriously. Parents are asked to speak with the class teacher in the first instance, as most problems can be resolved at this level. If further problems occur or parents feel the incident was not dealt with by the class teacher, the next stage is to speak to a member of the leadership team or Headteacher. In the unlikely event of a parent being dissatisfied with the way in which the school has addressed their concerns they should contact the Chair of the Governing Body and normal complaints procedures will be initiated if appropriate.

The headteacher will provide a termly report to governors on bullying. Parents have recourse to the Chair of Governors in the event of their dissatisfaction with how the issue has been dealt with in school.

11. Monitoring arrangements
This behaviour policy will be reviewed by the headteacher and full governing board/school council every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board/school council every year.

12. Links with other policies
This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy (including PREVENT)
- Anti-bullying
- Restraint policy
- Equality policy
- SEND policy
Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board/school council every year.
Appendix 1: staff training log

<table>
<thead>
<tr>
<th>Training received</th>
<th>Date completed</th>
<th>Trainer/training organisation</th>
<th>Trainer's signature</th>
<th>Staff member's signature</th>
<th>Suggested review date</th>
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## Appendix 2: behaviour log

<table>
<thead>
<tr>
<th>Pupil's name:</th>
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<tbody>
<tr>
<td>Name of staff member reporting the incident:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Where did the incident take place?</td>
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<tr>
<td>When did the incident take place? (Before school, after school, lunchtime, break time)</td>
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<tr>
<td>What happened?</td>
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<td>Who was involved?</td>
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<tr>
<td>What actions were taken, including any sanctions?</td>
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<tr>
<td>Is any follow-up action needed? If so, give details</td>
<td></td>
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<tr>
<td>People informed of the incident (staff, governors, parents, police):</td>
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</tbody>
</table>
Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: __________________________________________________________

Parent name: __________________________________________________________

Parent signature: ______________________________________________________

Date: ______________________