

## St Wilfrid's Catholic Primary School - Behaviour Policy

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2015-2016	Anne Weir	Anne Roberts	Elaine Morrissey	Elaine Morrissey
2016-2017	Anne Weir	Anne Roberts	Elaine Morrissey	Elaine Morrissey
2017-2018	Anne Weir	Justine McEniff	Elaine Morrissey	Elaine Morrissey
2018-2019	Anne Weir	Justine McEniff	Elaine Morrissey	Elaine Morrissey
2019-2020	Anne Weir	Justine McEniff	Elaine Morrissey	Elaine Morrissey
2020-2021	Justine McEniff	Pauline O'Hara	Elaine Morrissey	Elaine Morrissey
2021-2022	Justine McEniff	Paula Harkness	Elaine Morrissey	Elaine Morrissey
2022-2023	Justine McEniff	Paula Harkness	Elaine Morrissey	Elaine Morrissey
2023-2024	Justine McEniff	Paula Harkness	Elaine Morrissey	Elaine Morrissey

Review Date	Changes made	By whom	Date ratified with FGB
September 2016			November 2016
February 2018	None	Justine McEniff	November 2018
May 2020	Covid annexes attached	Justine McEniff	Ratified with SSC May 2020
November 2021	Policy changed in line with a Trauma Informed Approach	Justine McEniff	
September 2022	None		October 2022
October 2023	Terminology	Justine McEniff	November 2023

# MISSION STATEMENT

*"I have come that they may have life,  
and have it to the full."*

*John 10:10*



*At St. Wilfrid's we love one another,  
show respect and accept responsibility.*

*Embracing opportunity and nurturing creativity  
we share in the joy of Jesus.*

## **RATIONALE**

*We strive to create a welcoming, safe and caring environment, where all relationships are based on kindness. We are an inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly.*

*We listen to each other and reflect on our behaviour with fairness, empathy and forgiveness. We understand the power of praising good behaviour and we encourage everyone to be confident to make appropriate choices. Children are supported and listened to in times of difficulty. Our Mission Statement is one of love for each other, the showing of respect for all people, property and our 'Common Home' (Laudate Si - Pope Francis 2015) and the accepting of responsibility for the choices we make as individuals. As a Catholic school we are following Jesus' example as a friend and guide to create a place of love and learning.*

*“Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.”*

*Paul Dix, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*

*This school Behaviour Policy is designed to encourage the way in which all members - pupils, staff, parents and governors - can work together in a mutually supportive way. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe that by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.*

## **AIMS**

- *A calm, friendly and welcoming atmosphere for both children and adults*
- *Children are supported to recognise their own value and enhance their self-esteem*
- *The school values of love, respect and responsibility are embedded*
- *The personal qualities of confidence, empathy, independence, resilience, punctuality, good manners and co-operation are developed*
- *Where children are given an equal opportunity to develop according to their ability and talents and to achieve their full potential*
- *A consistent approach to behaviour throughout the school with the cooperation and involvement of the whole school community*

## **OUR TRAUMA INFORMED APPROACH**

*At St Wilfrid's Catholic Primary School we have adopted the Our Way of Working (Cheshire West & Chester) model.*

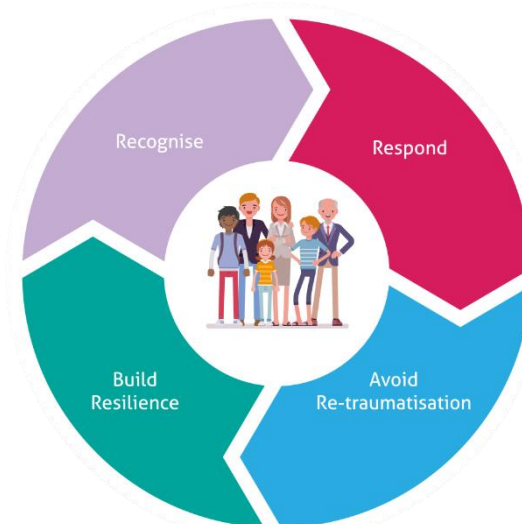
*<https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/#trauma>*

*It is about developing a common and consistent approach to working with families. It has been researched and driven forward by the Children's Trust and has a strong preventative approach at all levels across the continuum of need.*

*Our Way of Working considers trauma to be deep and profound. It focuses on all aspects of childhood adversity across the continuum of need. For example, from the diagnosis of serious illness, poverty, death and loss to abuse and neglect. It enables us to practise in a trauma informed way to understand how trauma can impact children and their families through generations and everyday lives.*

*Through working in this way, we start to develop our shared language and understanding, shifting our thinking from asking 'what has happened?' to 'why has this happened?'. This enables us to consider the root causes of the pain, behaviours and difficulties children and young people are experiencing.*

*Four key principles outline how we practise in a trauma informed way:*



*We positively encourage appropriate behaviour through our school values, daily class management, class rules, and the application of reward systems.*

*Unacceptable behaviour is discouraged through the same routes. Behaviour*

*modelling is applied consistently by all staff. We treat children fairly to ensure that they are all happy, safe and able to learn effectively.*

*We know that the quality of teaching and learning has a direct impact on good behaviour. We aim to make our lessons lively, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs.*

*We acknowledge the important role that we play as a school in helping children learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.*

*Each class teacher is responsible for not only the children within their class, but if any member of staff comes across inappropriate behaviour being displayed by children who are not in their class, they address the inappropriate behaviour, using the guidance in this policy or refer the matter to the child's class teacher. All support staff are expected to fully adhere to the guidance of this policy as are temporary and supply staff.*

*Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.*

## **HOME SCHOOL AGREEMENT**

*All pupils and parents/guardians are asked to sign a home school agreement which is on the class page of the website (FS/KS1) or in the homework diary (KS2) for reference.*

## **GREETING**

*All children will be greeted on arrival at school by several members of staff; those at the front of school, those on the playground and staff in the classrooms. Children will be greeted personally by name.*

## **TYPES OF BEHAVIOUR**

*Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside of school may affect behaviour in school. Whilst this*

cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed.

The same high standard of behaviour is expected from ALL children. Examples of acceptable and unacceptable behaviour include:

<b>Expected Behaviour</b>	<b>Unacceptable Behaviour</b>
<i>respecting others and their property</i>	<i>rudeness and aggression</i>
<i>being helpful</i>	<i>fighting or physical attacks of any kind</i>
<i>saying "please" and "thank you"</i>	<i>swearing, racist or sexist remarks</i>
<i>following instructions</i>	<i>name calling</i>
<i>being fair</i>	<i>refusing to follow instructions</i>
<i>being punctual</i>	<i>threatening behaviour, bullying</i>
<i>considering others</i>	<i>telling lies or answering back</i>
<i>trying hard</i>	<i>stealing or damaging property</i>
<i>valuing others' point of view</i>	<i>leaving the class without permission</i>
<i>playing well together</i>	<i>behaviour which is offensive or disrespectful</i>
<i>being kind in words and actions</i>	<i>sexual violence &amp; sexual harassment</i>

## **SCHOOL RULES**

In consultation with the children, we have developed a set of school rules through which our expectations are promoted and reinforced in a consistent manner throughout all aspects of school life. These are on display at all times in a number of areas across the school.

The rules are:

- We always treat others with kindness and respect and we include everybody
- We are truthful and honest
- We take care of our environment both inside and outside.
- We work hard and enjoy our success
- We always show good listening

Within the classroom as a standard expectation, all children should:

- Enter the classroom sensibly and settle quickly
- Be attentive
- Listen and concentrate when staff or other children are talking
- Not call or shout out

- *Work sensibly*
- *Ask for permission from a member of staff before leaving the classroom*
- *Speak politely and appropriately to adults and other children at all times*

*These expectations will be consistently modelled and reinforced by staff at all times.*

## **INAPPROPRIATE BEHAVIOUR**

*Teachers have the right to teach and children have the right to learn. Children who display inappropriate behaviour stop teachers from teaching and stop themselves and others from learning.*

*An essential part of our behaviour management lies in the fact that each child knows that there will be consequences for unacceptable behaviour. We have deliberately not made a list of consequences as there are a number of factors that need to be considered before one is put in place: the behaviour, the level of remorse, the age of the child, any additional needs, other circumstances.*

*We have divided inappropriate behaviour into three categories. Examples although not exhaustive, are as follows:*

***Low Level - This is day-to-day classroom behaviour that would be handled by the class teacher and teaching assistants. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.***

***Medium Level - This is behaviour that could lead to involvement of a Senior Leader. Examples would be: continually behaving in any of the above ways, drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.***

***High Level - This is serious behaviour that would lead to involvement of the Headteacher or Deputy Headteacher and that could put a child at risk of suspension. Examples would be: continually behaving in any of the above ways and/or violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing a request from a member of staff, racist remarks, sexual harassment or bullying.***

## **ANTI-BULLYING**

*Repeated acts of violence or intimidation may be deemed to be bullying and will not be tolerated under any circumstances.*

*Victims of bullying will be supported by staff and parents and carers will be informed about the support that can be offered and the measures being taken to address the bullying.*

*If after investigation a pupil is found to be bullying, their parents/carers will be informed immediately and a programme of support and intervention will be put in place in order to stop the behaviour.*

## **POSITIVE BEHAVIOUR MANAGEMENT**

*Using a 'Trauma Informed Approach' we no longer use a "good to be green system" or a traffic light system where children's names are displayed. Children are praised verbally when displaying appropriate behaviour.*

## **HOUSEPOINTS**

*The 2020/2021 School Leaders completed a body of work around behaviour and as a result we began a House Point system of rewards (summer 2021). Each child is in a house team (Bethlehem, Jericho, Galilee and Nazareth) and can collect rewards for their team through their behaviour and attitude to learning. The winning house each day gets a token for the week. The count begins again the next day. At the end of the week the winning house gets an extra ten minutes play outside.*

## **RECOGNITION BOARDS**

*Each class has a Recognition Board when they work as a class to ensure everyone is recognised for a particular task, skill or behaviour. The weekly theme is often linked to the Statements to Live By from each Monday's Circle Time*

## **ACTS OF COLLECTIVE WORSHIP**

*Starting with the Monday Gospel Liturgy and continuing through daily acts of Prayer, we share the message of that week's Gospel in order that we 'Walk in Jesus' Footsteps' to spread the 'Good News' to those around us.*

## **VALUES ASSEMBLY**

*On Wednesdays every other week we hold a values assembly known as the 'Wednesday Word.' We share examples of our school values being demonstrated by pupils, the community or in the wider world.*



## **CELEBRATION ASSEMBLY**

*On a Friday we have a whole school celebration assembly where work and actions are shared and celebrated.*

## **FAMILY LIASION OFFICER & SENCO**

*The FLO (Family Liaison Officer) and the SENCO run groups during lunchtimes for those children who may be experiencing difficulties on the playground. This offers an alternative space to the playground. It can be a 'pit-stop' for the confident, a haven for the vulnerable - a place to "be" for whatever reason. A place which is filled with fun opportunities for constructive, mentored play.*

## **ADDITIONAL BEHAVIOURAL / EMOTIONAL / SOCIAL INTERVENTIONS TO CONSIDER**

*A referral can be made to the FLO (Family Liaison Officer) for support for the child's behavioural/emotional and/or social needs. The focus of the work done with the child would be to explore their behaviour and emotions and how this affects them - what is causing their concerns/behaviour - approaches are highly differentiated based on the child's needs and age as relevant.*

*This work can be done in the form of informal discussion, planned discussion, 1:1 or small group work to support social skills, role play, social stories and games, use of play therapy techniques, exploring feelings through drawing - based on art therapy.*

*The FLO is also involved on an "as needed" basis for specific children who need support at times of maximum stress or when they are emotionally overwhelmed and need time to calm or explore their feelings - this can be provided at a moment's notice as appropriate.*

*The FLO may also be involved in support for children who have experienced bereavement or trauma, and is involved with and/or assesses all children on our vulnerable children's list.*

*Class teachers may make an emergency referral if it becomes apparent that a child is being affected by a situation when they come into school.*

*A referral to the FLO may lead to the referral being passed to our SENCo.*

*In October and March, a 'Wellbeing RAG Rating' is completed by each class teacher to signpost those children who may require additional support. The Headteacher and the FLO go through the completed ratings and ensure that*

*each child is offered support for their individual needs. Parents are involved to discuss the support that can be provided.*

### **SENCo REFERRAL**

*A referral may be passed on to the SENCo if a child's needs are assessed to be related to hyper activity and/or conduct or if their emotions cause specific incidents to occur - the most common of these are reactions to feeling angry but may also be related to anxiety or other emotions. They are usually represented by sudden outbursts of behaviour or by sudden extreme withdrawal or refusal to comply/engage behaviour.*

*The SENCo will again follow a highly differentiated approach to each child but will develop a programme which helps the child to deal with their emotions and the behaviour their emotions instigate.*

*There are occasionally children who will follow a designed, or part of a designed, programme e.g. 'There's a volcano in my tummy!', Socially Speaking or 'My emotions thermometer!'.*

*The SENCo will use a range of resources and/or provide the children with resources to support themselves independently.*

### **A CHILD WHO CONTINUES TO BE AT RISK OF SUSPENSIONS OR PERMANENT EXCLUSION AFTER PLANNED INTERVENTION**

*If there is continuing concern of risk of suspension or exclusion this would be discussed with parents during a meeting with the Head teacher and the SENCo. Other agencies would be contacted for support.*

### **FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS**

*Only the Head teacher, or whoever is deputising in their absence, has the power to suspend or exclude a pupil from school. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently.*

*Should incidents occur to warrant fixed term suspension the Headteacher must inform parents in writing of the length and type of exclusion and of their right to make representation to the appropriate governor's committee. A fixed term suspension is a last resort and will be made if a child is repeatedly defiant, verbally abusive, physically harms another or is repeatedly involved in activities that can be identified as bullying.*

*A child will only be permanently excluded from school as a last resort but, exceptionally, severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:*

*They have been seriously or persistently badly behaved or they would seriously harm the education and welfare of themselves or other pupils and staff if they stayed in school.*

*A pupil may be automatically excluded after incidents such as serious actual or threatened violence, sexual abuse or assault, carrying an offensive weapon or supplying an illegal drug. Offences like these will also usually require police involvement.*

## **CONSIFICATION OF INAPPROPRIATE ITEMS**

*At St. Wilfrid's Primary School, we have adopted the following DFE2012 guidance to heads and governors. This guidance advises that:*

*"School staff can search pupils with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for."*

## **USE OF REASONABLE FORCE**

### **Positive Handling**

*If a situation arises when a young person is not able to manage their emotional state and is a danger to themselves or others it may in a small number of incidences be appropriate to involve the use of reasonable force (physical restraint) to control or restrain a pupil. Reasonable force may be used to prevent injury to people or damage to property. If it is felt that positive handling of a young person may be necessary then the staff working with that child should conduct a risk assessment of their environment with awareness of children's needs. The child's previous patterns of behaviour may help assess and reduce risk. Physical restraint is a last resort and staff may choose not to make a physical intervention.*

*They can make effective risk reduction by:*

*Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.*

*Giving clear instructions and reason.*

*Reminding them of choices and consequences.*

*Removing an audience and guiding vulnerable pupils to a safer place.*

*Making the environment safer by moving furniture and removing objects.*

*Using positive guidance or escorting pupils somewhere less pressured.*

*Ensuring that colleagues know what is happening and get help.*

*Staff should support each other, offer and accept help, stay around if needed or look after a group/class.*

*Staff can also offer alternative strategies and should communicate clearly so all understand what assistance is needed and available.*

*Well-chosen words can avert an escalating crisis, however it can be better to say nothing and take time to choose your words carefully to avoid an argument, confrontation and inflaming a situation.*

*The Headteacher or senior leadership team should always be called to respond to extreme behaviour and staff should be reminded that responses to severe behavioural outbursts should be reasonable and proportionate, be acts of good faith and not anger.*

*Staff are trained in Team Teach Positive Handling - October 2021*

*Donna Davies - Behavioural de-escalation - Trauma informed - all staff - January 2022*

### **Risk assessment**

*Individual pupil risk assessments should be undertaken following either violent or excessive verbal aggression in order to identify appropriate control strategies.*

### **Physical controls**

*Staff should not attempt to initiate positive handling or physical restraint if they have not been trained. However, under the guidance of a trained staff member they may offer support where no trained person is available. All pupils who have been identified as presenting a risk should have a Behaviour Plan which details strategies which have been found to be effective or ineffective with the pupil. This plan will be agreed with parents and reviewed in connection with any multi-agency work.*

*When choosing to use physical restraint it must be ascertained that this is in the best interest of the child. Staff should consider whether this is the least intrusive action and whether they are the best person for taking this action.*

*Staff should always make a verbal warning and use approved techniques and methods. Where possible staff should not act alone and one member of the SLT should be present or involved.*

*Unreasonable use of force is when it is used to ensure compliance where there is no risk. Pupils should not deliberately have pain inflicted or be subjected to undignified or humiliating treatment. Pupils should only be secluded as a one-off emergency measure to protect health and safety. When dangerous behaviour presents a significant risk of injury to people., it must be reported to the Health & Safety representative for the school, governors and local authority.*

### **Post incident**

*All incidents involving the use of force will be reported on CPOMs to the Headteacher and the Headteacher will evaluate the incident and take appropriate action. All incidences of 'Positive Handling' must be reported to parents or carers. The school will offer support to all involved. All injuries will be reported and recorded and a Health & Safety investigation carried out if necessary.*

*The priority is to reduce risk and achieve calm. Time will be found to repair relationships and pupils will have an opportunity to express their feelings and suggest ways forward.*

### **ALLEGATIONS OF ABUSE BY STAFF**

*Allegations of abuse will be taken seriously, we will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.*

*The Headteacher will investigate and engage with the LADO process to see if the case meets threshold.*

<https://www.cheshirewestscp.co.uk/policy-and-procedures/allegations-management-lado/>

*The Headteacher as Safeguarding Lead is LADO trained.*