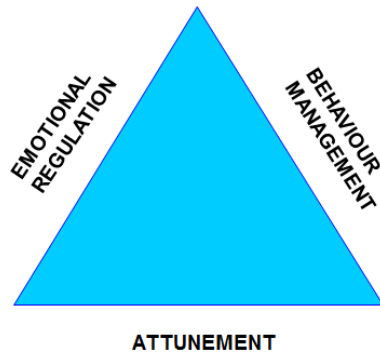


# St Wilfrid's Behaviour Policy

*Our purpose as a school is to build a Catholic community based on supportive, positive relationships, where all are equally valued. Our core values are faith, aspiration, effort and respect.*

*John 15:12-17 Jesus said, 'This is my commandment, that you love one another as I have loved you.'*

## Framework of emotional wellbeing



Based upon the Solihull approach (see Appendix C)

## Our rules

- Ready
- Respectful
- Safe

## How we respond

- Consistent, calm behaviour
- First attention for best conduct
- Relentless routines
- Scripted interventions
- Restorative follow-up

## Teaching emotional literacy and PSHE

Emotional literacy is the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others. We teach children emotional literacy and PSHE through assemblies, whole-class teaching time, circle times, small group work, role play and modelling. Each classroom has a display dedicated to emotional literacy designed to support this learning.

## Praise and rewards

We celebrate good work and good behaviour through:

- First attention for best conduct
- Specific praise for faith, aspiration, effort and respect
- Positive feedback to children and parents – stickers, notes, phone calls, conversations
- Triangulation of praise by sharing good news with other members of staff
- Whole class rewards
- Recognition boards
- The ‘golden broom’ is given to the tidiest class
- Hot chocolate Friday to celebrate those children who have gone ‘over and above’

## Scripted interventions

### Stage one

If any adult in school notices a child breaking one of the school rules, we use a scripted intervention such as: ‘I notice that you’re running. You are breaking our school rule of being safe. Thank you for listening.’

### Stage two

If a child does not respond to school expectations of behaviour after they have had a reminder, we use the next level of scripted intervention. A 30-second script could be used such as: ‘I have noticed you are.... *not ready to do your work*. You are breaking the school rule of being ready. You have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’

### Restorative follow-up (stage three)

We recognise that things don’t always go well. When this happens, we use five steps towards restorative follow up. Restorative conversations happen in private.

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected? How? What should we do to put things right? How can we do things differently?

### Reflective consequences (this list is not exhaustive or necessarily sequential)

1. A verbal reminder
2. Thinking time in class or at playtime or lunchtime
3. Going to another class, assistant head or head of school to reflect on behaviour (this may be during class, playtime or lunchtime)
4. Doing unsatisfactory work again or finishing work in playtime or lunchtime
5. A natural consequence as a result of their behaviour

## **Patterns of behaviour**

When there are patterns of behaviour, the class teacher will work with parents to analyse the presenting problem and predisposing, precipitating, perpetuating and protective factors (see Appendix A). An emotional literacy assessment may also be used in conjunction with the pastoral team (learning mentor, assistant head, head of school). Advice from the SENCO and/or other agencies may be sought.

## **Serious incidents**

Serious incidents (including physical violence towards other children, racism, homophobia, discrimination towards those with SEN, or comments or actions of a sexual nature) will be dealt with using the procedure in Appendix B.

## **Monitoring of behaviour**

Teachers will monitor behaviour in the class and will log incidents on CPOMS (data management system) as appropriate and always if it is deemed necessary talk to parents.

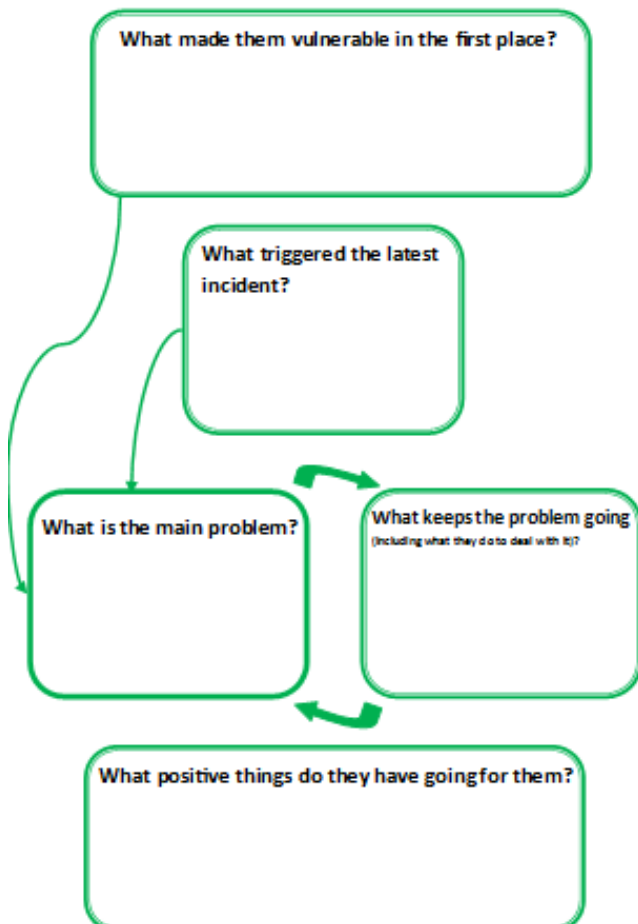
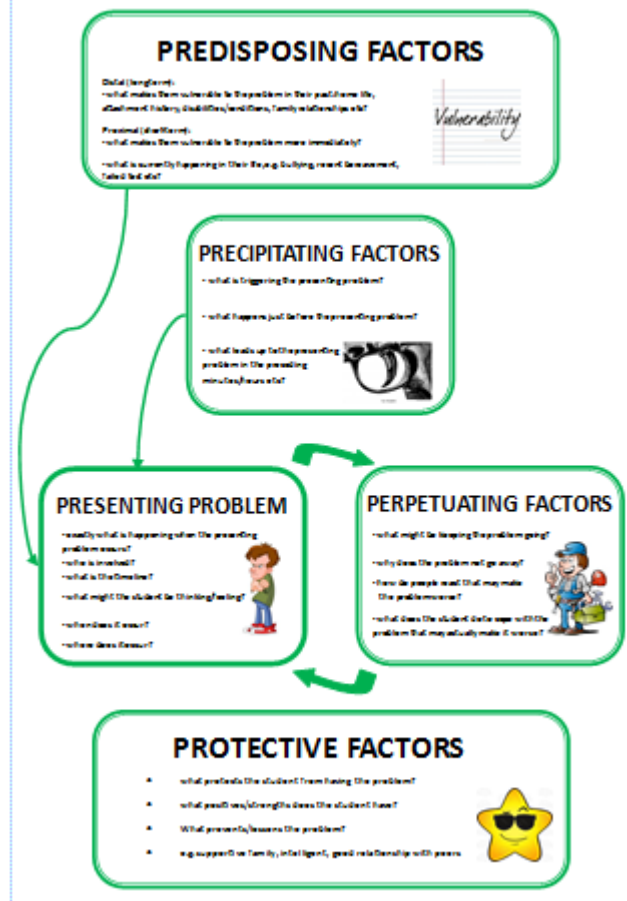
## **Responsibility for the behaviour policy**

All members of our community are expected to follow the behaviour policy. The head of school has day to day responsibility for behaviour, with the backing of the governing body. The governing body has a general duty to ensure the school follows policies to promote good behaviour among children.

## **Physical intervention**

There may be occasions when it is appropriate to intervene physically with a pupil who is endangering themselves or others or causing significant damage to property. The circumstances in which this may happen, and what it may involve, are described in our Positive Handling Policy.

## Appendix A



## Appendix B

### Serious incidents

Any instances of physical violence, racism, homophobia, discrimination towards those with SEN, or comments or actions of a sexual nature, will be recorded on CPOMS and the pastoral team (which includes the head of school, assistant head and learning mentor) will be alerted. Parents will be informed. The head of school, assistant head and key stage leads will decide on appropriate consequences and follow-up actions.

### Exclusion

In certain circumstances the head of school may decide that exclusion is the appropriate consequence.

Exclusion will be used when:

- There are serious breaches of the school's behaviour policy
- Allowing the pupil to remain in school would seriously harm the education or welfare of the child or others in the school

Exclusions will generally be fixed term in the first instance. When a fixed-term exclusion is for a period in excess of 10 days the school will:

- Ensure that the child's education continues during the period of exclusion
- Use the time to plan for further measure to address the pupil's problems
- Discuss with the LA what arrangement will best help the pupil's reintegration into the school at the end of the exclusion

### Lunchtime exclusion

Children may be excluded at lunchtime if they are excessively disruptive or put other children or adults in immediate physical danger. This will be for a fixed period.

### Exclusion from trips

Children may be excluded from school trips if behaviour is deemed to be unacceptable or a health and safety risk.

### Parental cooperation

It is the parents' responsibility to support the school in enforcing the exclusion. Where parents refuse to cooperate, the school will contact the Education Welfare Service and seek the advice of the LA about available legal procedures.

### Permanent exclusion

This will always be a last resort. If, in the head of school's judgement there are 'exceptional circumstances' which warrant the consideration of permanent exclusion, the current DfE guidance will be followed.

## Appendix C

The emotional wellbeing framework is based on 3 core concepts:

**Emotional Regulation.** The process where we adjust our internal state in response to external demands which allows us to maintain optimal levels of arousal (be in our thinking brains).

**Attunement.** A reciprocal responsive interaction where we are in tune with another person and they feel like we really 'get them'. When we feel like someone is really in tune with us, it helps us to organise our thoughts and feelings.

**Structure.** A consistent response that provides a structure that we can all understand which encourages feelings of safety. This includes having clear expectations, boundaries, consistency and behaviour management.