



St Wilfrid's

NEWSLETTER

Behaviour

Many of you will be aware that last year we were working on developing our behaviour policy in school. This has complemented our engagement with the Sheffield Schools Healthy Minds project and formed part of a school wide focus on Social, Moral, Spiritual and Cultural development, particularly around children's emotional literacy and well-being.

The development and writing of this policy has been a process, and we are very grateful for the input and advice we have had from a range of sources, including the parents who kindly gave up their time to form an initial focus group, external consultants, and of course the children. The final draft is attached along with the newsletter, and is also available on our website.

The policy is based on a belief that all children should be equally valued in school and our aim to create an environment where all children can thrive and feel safe. Together, we want to create a caring, emotionally literate community based on our core values and our Catholic faith.

It is our responsibility to teach positive behaviour based on our core values, and we know that modelling and teaching positive behaviour will allow children to learn and help them to develop life-long skills. Essential to children (and adults) managing their own behaviour is emotional literacy, and this is explicitly taught and developed at all levels through school.

As a result of our work on this policy as a staff, we have made some changes in school:

- We have three simple school rules which apply in any situation:
 1. Be ready
 2. Be respectful
 3. Be safe
- All children will have specific, positive feedback shared with parents/carers via positive notes home, stickers, wristbands, certificates or verbally from staff.
- Children who go 'over and above' in terms of their behaviour and the example they set may be invited to 'Hot Chocolate Friday'
- House points will be replaced by class-based rewards, where classes work together to earn a reward for demonstrating excellent behaviours for learning or kindness/looking after each other.

Upcoming Sports Fixtures

Y6 Netball Competition - Girls' High - Tues 16th October

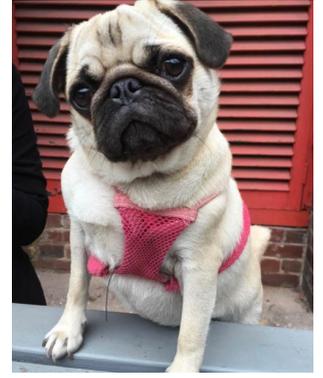
Y6 Rowing Competition - Park Centre - Fri 19th October

Blessing for Pets

On Sunday 7th October at St Williams Church there will be a special service of blessing for pets. It's particularly suitable for families with children. The service is a great occasion and lasts about twenty minutes.

Children from any parish would be very welcome! If you can ensure pets are well behaved and restrained/caged as appropriate that would be fabulous.

There'll be refreshments in the hall afterwards.



Prayer of the Week

Dear Jesus

We pray for all the people who have cancer

We pray for their families

And send them all our love and support.

Amen

Naomi Y3

Golden Broom

Well done to Y2/3 class for winning the Golden Broom this week for the tidiest cloakroom area. Who will it be next week?



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this morning



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- Mix of cardio-vascular & strength training, improve posture & strengthen core muscles
- Great for fat burning
- Motivation to meet regularly to exercise - one hour social class with time to chat to other Mums
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- Safe pre-natal workout with your next!
- Stress relieving
- Partners come free



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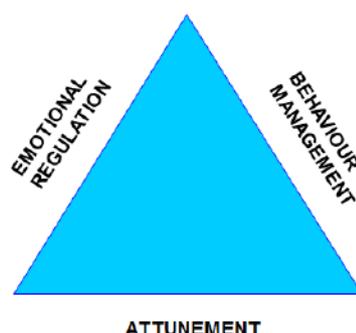


St Wilfrid's behaviour policy

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.

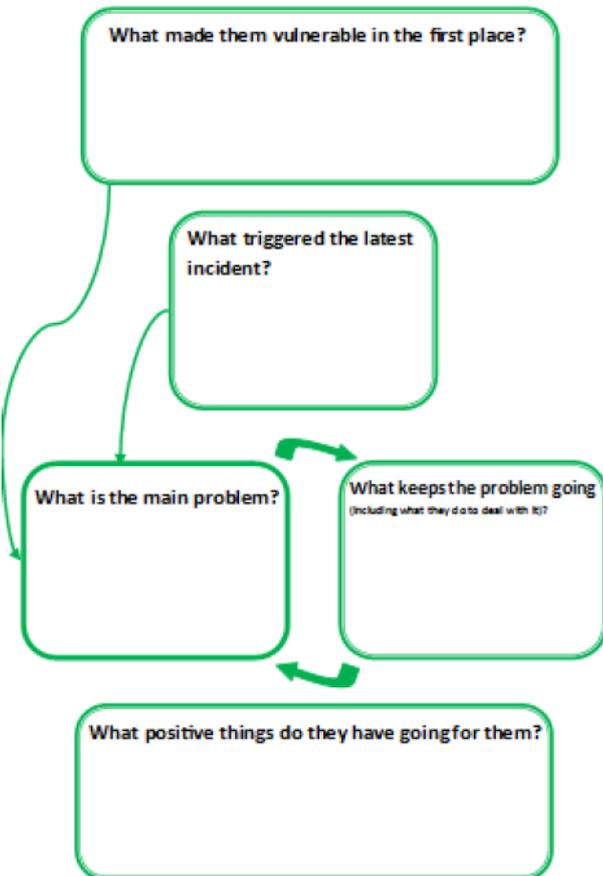
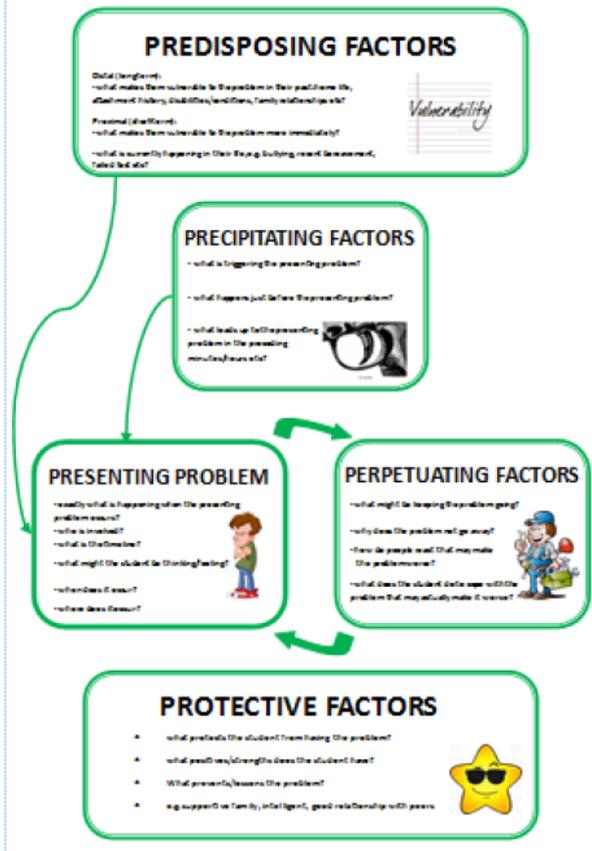
Responsibility for the behaviour policy

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). In school this involves supporting children to express their emotions safely and build resilience in dealing with their emotions.

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. In school, this involves improving our relationships with each other and ensuring that everyone feels safe.

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.