

# Behaviour Policy



**ST CLARE**

Catholic Multi Academy Trust



St Wilfrid's Primary School Mission Statement:  
Everybody Matters

GB Date of Approval: September 2024

Planned Review: October 2026

## St Wilfrid's Behaviour and Relational Policy

*Our purpose as a school is to build a Catholic community based on supportive, positive relationships, where all are equally valued.*

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

### Aim of the policy:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Support the teaching of appropriate behaviour to pupils: teach them to manage their own behaviour
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

### Positive Behaviour at St. Wilfrid's is based upon the following values:

**Faith** – Faith in God and living out the Gospel values

**Aspiration** – Be the best we can be

**Effort** - We always do our best; growth mind-set

**Respect** – For our self, others and our environment



### Expectation of all adults:

Encouraging behaviour for effective learning is the responsibility of everyone in school. We will work as a team to maintain high standards of behaviour within the school by:

- Building relationships so that we know and understand our children.
- Actively teaching positive behaviour
- Teaching social and emotional skills to all our children
- Providing clear rules, routines and boundaries for all children and using consistent, whole school, behaviour management strategies
- Understanding why children present challenging behaviour, and recognising that all behaviour is communication
- Taking a proactive approach to changing patterns of behaviour, involving the child in taking ownership of strategies and encouraging them to take responsibility for their own self-discipline
- Encouraging, praising and actively listening to pupils
- Acting as positive role models in our own relationships with children, parents, carers and staff – working with parents and carers to share our behaviour strategies
- Encouraging children to make good choices and take responsibility for their own self-discipline
- Helping children to use a restorative approach (putting it right)
- Collaborating with the SENCO/senior staff in order to create personalised plans that enable children to thrive.
- Working in partnership with parents/carers, school-based staff and outside professionals and ensuring that advice is understood and implemented.
- Keeping a record of all incidents and ensure that the Senior Leaders and parents/carers are informed within that same day.
- Reflecting upon practice objectively, without judgement using The Framework of Emotional wellbeing. (See appendix...)

## Expectations of Parents

Parents are expected to support staff with the implementation of this policy, and to communicate anything that may impact a child's behaviour in school. See Parent Home / School agreement (Appendix)

## 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. We use the Zones of Regulation as a basis for this teaching.

See *Zones of Regulation Appendix ...*

## Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use specific praise and stickers to instantly reward appropriate behaviour.

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
- Certificates to recognise achievements and effort

## Teaching positive behaviour:

Adults are responsible for setting the tone and context for positive behaviour in school.

Routines and expectation are taught by:

Strategy	How it is effective	Example
Explicit instructions	Tells pupils exactly what you expect to see and means expectations cannot be misinterpreted.	"When you come into the classroom, I expect each person to be silent. That means no one will talk."
Reminders	Reminding pupils of rules and routines means that they will be reinforced, and pupils are more likely to remember what to do.	"I need all eyes on me and conversations finished by the time I have counted down to 1. 3,2,1."
Consistent modelling of behaviour	Modelling the behaviour you expect to see shows pupils what you want from them and makes this explicit.	"Pens down (puts pen down) and looking this way without talking (hand to lips)."

It is important to maintain a positive, calm climate and we can do this through focusing on what we want to see pupils doing. Teachers can use both verbal and non-verbal prompts to communicate their expectations of behaviour to the pupils. It is also important that pupils are given an opportunity to adjust their behaviour before escalating things.

## Stages of intervention

Please note that as far as possible, all discussion about a child's behaviour, including with the child, with parents, or with other adults in school, should be private, in order to respect the dignity of all parties.

Adults will use the following staged approach to respond to inappropriate behaviour:

1. Redirection	e.g. Proximity: Move closer to the learner. Proximity praise: Comment on the good behaviour of others who are close to the learner. Non-verbal: Make eye contact with the learner; refer to the zones of regulation (whole class or group).
2. Reminder	A clear verbal reminder of the expectations delivered privately (if possible) to the learner – state behaviour, redirect and give take up time – the learner has a choice to do the right thing: <i>'Jamie, you're talking, you need to get on with your work. Thank you.'</i>
3. Reset (Individual conversation)	The learner is asked to speak to the teacher away from the other children / privately. Boundaries are reset, the learner is asked to reflect on their next step, and they are reminded of their previous (positive) conduct/attitude/learning. The learner is given a final opportunity to reengage with learning/follow instructions.*
4. Reflective Consequence	Examples include: Thinking time in class or at playtime or lunchtime. Having time out of class. Going to another class or SLT to reflect on behaviour (this may be during class, playtime or lunchtime). Doing unsatisfactory work again or finishing work in playtime or lunchtime. A natural consequence as a result of their behaviour. Putting a pupil on monitoring system. We may use working in isolation with a member of staff in response to serious or persistent breaches of this policy. Pupils may be sent to work in isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## Restorative follow-up

If stage 4 is reached the staff member involved will take responsibility for a restorative conversation: (SLT will support when requested)

- 1. Listen: What happened?**
- 2. Link: How did this make you feel?**
- 3. Learn: Next time you feel this way what could you do?**
- 4. Let's put it right**

All learners must be given 'take up time' between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours \* are ignored and noted down to be followed up later. If the steps above are unsuccessful, or a learner refuses to take a time out, then the learner will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the classroom. All cases of a learner being asked to leave the classroom must be recorded on CPOMS by the class teacher/adult.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discretely. If learners continue to display poor conduct over time, a formal meeting is arranged with the teacher, the learner, a member of SLT and parents. Support (see Appendix 2) is discussed and targets are agreed that will be monitored over the course of two weeks. All formal meetings are recorded on CPOMS.

\*E.g. *Tutting, rolling eyes, muttering under their breath etc.*

In addition to the inclusion of removal as a step in managing behaviour, removal from class can also be used as a sanction. If it is deemed appropriate, removal will be used as a short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of removal should be for the shortest time possible and will be supervised by a member of SLT. The decision to employ this provision will be made by a member of the SLT and shared with parents.

### **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. The Pastoral Team and Phase Leaders monitor all behaviour incidents on a regular basis.

### **Child on child abuse:**

Incidents of child on child abuse are recorded using the following categories on CPOMS:

Verbal abuse

Physical abuse

Sexualised language

Sexualised behaviour

Bullying

When any of the above categories are selected, senior leaders are alerted so that they can conduct an investigation and take action where appropriate. (See Anti-bullying policy)

### **Measures to prevent child on child abuse:**

Curriculum: Our curriculum promotes positive and healthy relationships – this is evident in all that we do. Specific aspects of relationships are taught through PSHE, including physical and emotional well-being, strong emotions, private parts of the body and personal relationships. This work is supported by assemblies that deal with specific areas such as bullying and online behaviour.

### **Staff induction, development and support:**

All new staff are given a comprehensive induction into school behaviour approaches, systems and routines. Senior leaders greet children at the gate and are an active presence throughout school so that staff and children feel supported. Ongoing professional development is tailored so that staff broaden their knowledge, understanding and practice when dealing with both commonplace and complex behaviours. As a school, we deliver 'in-house' training along with using external providers to draw upon outside expertise.

### **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:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### **Roles and responsibilities**

#### **The governing board (local academy committee)**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### **The headteacher**

The headteacher is responsible for reviewing and approving this behaviour 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. The headteacher will ensure all staff are provided with a copy of this policy.

### **Physical intervention**

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

### **Serious incidents**

Serious incidents or persistent incidents of inappropriate behaviour may result in exclusion (see exclusion policy)

### **Links with other policies**

This behaviour policy is linked to the following policies:

Safeguarding policy, Online Safety Policy, SEND Policy, Exclusions policy, Anti-bullying policy, Acceptable Use Policy.

Appendix 1

Zones of Regulation



Throughout school we use the Zones of Regulation to support children in understanding and recognising their emotional responses.

My Zones of Regulation - Sample

	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<b>How I look or act</b>	I sigh or pout I yawn, stretch, rub eyes I have a sad face, I cry I move slowly and rest	I sit up straight I look around me I make eye contact I smile	I wiggle and squirm I frown and glare I act silly or wild My muscles get tight and my heart beats faster	I cry I yell or scream I stomp or bang on things I lose control
<b>What do I need to do?</b>	Get my energy up. Get more engaged.	I'm good, I'm ready to learn and connect.	Use some strategies to settle back down into the green zone.	Use some strategies to calm down.
<b>What could I do that would help me?</b>	Stretch Walk around Get a drink of water Ask for a hug Tell someone how I feel Think happy thoughts	I'm doing well I can play or learn I could help a friend I could help a grown-up I can practice a calming strategy so I'm better at using it when I need it.	Count to 20 Take deep breaths Think about a safe place Squeeze/press something Jump or dance or run Tense & release muscles Write, draw, talk about it	Stop what I'm doing Walk away Be safe Ask for a break Get help

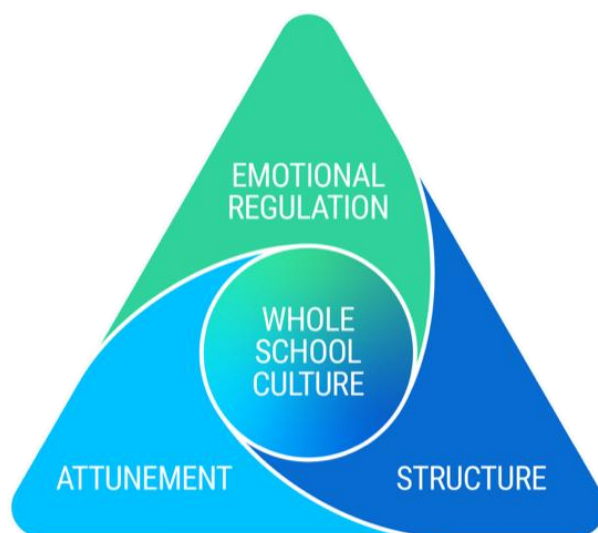
*The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.*

## Appendix 2

### Our model of emotional wellbeing

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This whole school approach to emotional wellbeing recognises that an optimal framework for supporting and building emotional resilience has a balance of the key psychological concepts of Structure, Attunement (interactions and relationships) and Emotional Regulation. This framework can be used to think about supporting pupils, parents / carers, staff, and the whole school / setting culture.



**Structure:** Refers to existing rules, routines and expectations that are vital in keeping everyone safe and contained. Consistent responses, boundaries and predictability are the foundation for emotional safety in schools.

**Attunement:** The key protective factor for emotional wellbeing is the quality of relationships / interactions experienced. Schools offer tremendous opportunities for pupils to feel connected to others – both staff and peers. Our relationships with others also shape how we see ourselves: do we consider ourselves likeable, worthy of care, effective, etc. For some pupils school plays a critical role in providing a safe secure adult relationship in their lives.

**Emotional regulation:** The ability to adjust our internal state – emotions and physical needs – to appropriately manage the context we find ourselves in. It is key that pupils and staff learn to notice and understand their emotional state to make the right adjustments to remain rational and productive, drawing on external and internal resources. Staff too will be able to think and reflect when emotionally regulated.

Research has shown that in order to provide an optimal emotional healthy environment, schools should combine the three aspects of the above triangle by being supportive and caring with a disciplined, orderly environment involving clear (but not stifling) rules and procedures (Muijs & Reynolds, 2017).

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**Appendix 3:**

Support is tailored to the needs of the child and can consist of one or more of the following strategies and interventions:

- Zones of regulation
- Individualised Five-Point Scale
- Use of PIL (Post Incident Learning / Restorative Conversation)
- Mighty Minds (intervention)
- Social group e.g. Fun Friends Group
- Lego Therapy (intervention)
- Behaviour support card
- Positive Behaviour Plan
- Positive Handling Plan
- Cognitive behavioural therapy (CBT)
- Early Help Assessment Part 1 (External services including MAST)
- Parenting workshops, seminars and discussion groups (Sheffield Parenting Hub)

Any support is discussed and agreed in advance.

Footnote: When we reference the term behaviour we refer to both online and offline behaviour.