



## St Wilfrid's Catholic Academy Behaviour Policy

**Our Mission: "Love one another as I have loved you."**

St Wilfrid's Catholic Academy recognises that Gospel values and the teachings of the Catholic Church are central to the life of the school. The school encourages outstanding behaviour and is a place where children feel safe and secure. We create opportunities to help the children develop holistically and we want our children to understand the importance of showing empathy towards others. Our intention is to form and mould the people in our care, as we are all created in the image and likeness of God.

To achieve this, we make the following commitments:

- Ensure that the Gospel values of love, understanding, tolerance, justice and peace are in every aspect of learning, teaching and the totality of school life, to foster positive relationships within our school community
- Ensuring that the Fundamental British Values of Democracy, Rule of Law, Respect & Tolerance and Individual Liberty are interwoven throughout the curriculum and school life
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths
- Encourage self-awareness, openness and respect in the way we communicate and respond to others
- Establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- Value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

### Behaviour Expectations

The school has a framework for positive behaviour. The framework is based on the following principles which we have adopted as our school rules:

<b>School Rule</b>	<b>Why do we have this?</b>
Respect for God	This is part of who we are. Christ is at the heart of our school and is with us in all that we do. We believe we are all made in His image and likeness and that we look to God to be our guide, our comfort and our protector. We hope to live in the way that God wants us to. We want all children to grow closer to Him and develop the talents that God has blessed them with.
Respect for oneself	You can't love and respect others if you don't love and respect yourself. We take pride in everything we do and how we present ourselves so that we can be the best version of ourselves. In turn, this will inspire others.
Respect for others	We fulfill Jesus' command to 'Love one another as I have loved you.' by showing respect for others. It is the foundation for all positive relationships in our school. This enables inclusivity, equality and the acceptance of others. Everybody shows love and kindness and helps to provide a happy and safe environment for all.
Respect for other people's property and belongings	This encourages our pupils to be stewards of creation. We teach pupils to appreciate and look after the things they are given to enable them to be good citizens in the future. We ask that pupils treat other people's items with the respect and care they would give their own.

## Expectations of staff

*'Example makes a greater impression on the minds & hearts than words.'*

St. John Baptist de La Salle

All staff teach pupils how to behave at St Wilfrid's. This enables our pupils to learn how to behave in 'Christ-like' way and make a positive contribution to the world. Staff are key role models for the children at St Wilfrid's. We have identified four key values that all staff display to encourage positive behaviour in our pupils.

The values and reasons for this are recorded below:

<b>We expect staff to be...</b>	<b>We expect this because...</b>
Respectful	<p>'Love one another as I have loved you' John 13:34</p> <p>The school mission statement underpins all words and actions we use at St Wilfrid's. Respect is important to enable the whole school community to feel safe and loved.</p>
Hard working	<p>'You will definitely enjoy what you've worked hard for — you'll be happy; and things will go well for you.' Psalm 128:2</p> <p>Hardworking staff are an essential ingredient in the success of our pupils. Dedicated staff are the best support for pupils throughout their time at St Wilfrid's.</p>
Supportive	<p>'And do not forget to do good and to share with others, for with such sacrifices God is pleased.' Hebrews 13:16</p> <p>We recognise as staff that everybody within our community needs support. We strive to provide the best support we can to all.</p>
Positive	<p>'Blessed are the pure in heart, for they will see God.' Matthew 5:8</p> <p>It is vital that we remain positive in all we say and do. Positivity is an important component in enabling our pupils to thrive. A smiling teacher can sometimes make all the difference.</p>

## Rewards

At St Wilfrid's we use a behavioural reward system to recognise and praise the behaviour we want to see. The function of the recognition system is to encourage all pupils to have high standards in everything they do. Rewards are a very powerful tool for staff to use. When a pupil's achievements are recognised the whole school community benefits.

### Praise

We use praise as a common reward for both individuals and groups. Praise is earned by demonstrating good behaviour and a good attitude to work.

### Recognition boards

To recognise and celebrate good behaviours within the classrooms, we use Recognition boards. The boards are a deliberate attempt to advertise the behaviour we like to see. Staff choose specific behaviours linked to effort and display them on the recognition board. When staff recognise this positive behaviour, the child's name is displayed on the board. These expectations of behaviours are communicated to the pupils routinely.

### Recognition points

Recognition points are a reward for children who show good behaviour. Each child's recognition points are recorded on Arbor and are visible to parents via the mobile phone app. Children cannot 'lose' a recognition point once it has been awarded. The points earned by each child are then added to their House Saint's total each week. The collective totals are revealed and celebrated in our Gifts from God celebration on Fridays.

Additionally, recognition points are awarded for daily attendance. Points are awarded if a child is present for both the morning and afternoon registers.

Children achieve rewards relating to the number of recognition points that they have earned:

100 Recognition Points = a Bronze Award Certificate

250 Recognition Points = a Silver Award Certificate

400 Recognition Points = a Gold Award Certificate & a Golden Badge

### Postcards home

Staff may send a child home with a Recognition postcard to acknowledge a display of positive behaviour. Postcards are an extra reward that makes parents aware of the positive behaviour seen in school. School views this as a way of recognising particularly good behaviour in school.

### Principal / Vice Principal Stickers

The Principal/Vice Principal awards stickers for particularly strong pieces of academic work

### Gifts From God celebration rewards

Principal's Award

Values and Virtues Award

Reader of the Week  
Maths Award  
Saint's Cup for the highest Recognition points

#### Attendance/punctuality Rewards

Daily recognition points for attendance in both morning and afternoon sessions  
Highest weekly class attendance  
'St Wilfrid' initiative for each class attendance and punctuality  
Termly attendance certificates (bronze, silver and gold)  
100% attendance trip (annual)

#### End of Year Awards

At the end of the academic year, the children's hard work is celebrated with the parents in an assembly. There are awards given out to pupils in each class for; progress, effort, attainment, sports, curriculum and spirit.

## Sanctions

Rewards and positive praise are central to the encouragement of good behaviour. However, we understand that there is a need for sanctions to discourage unacceptable behaviour. This is necessary to protect the security and stability of the school community.

The use of sanctions follows certain features: -

- It is clear what is expected of children's behaviour in the given environment.
- It is clear why a reminder/warning is being given.
- It is clear what behaviour is needed to avoid further consequence.
- It is the behaviour that is sanctioned and not the child's emotions or feelings.
- There is a clear distinction between minor and major offences.

Consistent implementation of this policy helps to create a predictable environment. Repeated practices promote the values of the school, positive behavioural norms, and **certainty** on the consequences of unacceptable behaviour.

We acknowledge that some pupils may require additional support to meet our behaviour expectations. Reasonable adjustments will be made where necessary, in consultation with classroom staff, senior leaders and parents.

Much of the poor behaviour we see in our school is low level and can be dealt with through our simple 3-tier system. All staff are entrusted to manage inappropriate/poor behaviour promptly. For this to occur, we use a reminder, warning and consequence system in school. This 3-tier system gives pupils who are displaying poor behaviour the opportunity to change their behaviour. To implement this system, staff use common, simple language to issue reminders and warnings for low level poor behaviour in school (see Appendix 1 - Scripts). This is done to ensure consistency and fairness for all and a predictability for children. This method gives children a sense of security by knowing how staff will deal with poor behaviour. This approach also gives parents and carers the reassurance that the approaches used in school are fair for all children. Should a child reach the consequence stage of this system, they will spend time discussing their behaviour with a member of staff. This is usually during their break or lunch time. The school will use further consequences for repeated poor behaviour or extreme behaviours displayed in school.

To ensure consistency and to empower staff, the table below displays the sanctions associated with specific poor behaviours. We acknowledge that this is not a list of exhaustive behaviours but is a guide for all when applying sanctions to poor behaviour.

Sanctions Pathway

Tier	Student Behaviours	Outcome
<b>Reminder</b>	Low Level behaviours e.g. <ul style="list-style-type: none"> <li>• Not following school rules</li> <li>• Poor behaviour in class</li> <li>• Poor behaviour during lunch time</li> <li>• Name calling</li> <li>• Minor uniform infringements / wearing jewellery</li> <li>• Queue jumping</li> <li>• Running in corridors</li> </ul>	Reminder
<b>Warning</b>	<ul style="list-style-type: none"> <li>• A repeat of any of the above behaviours on the same day</li> </ul>	Warning
<b>Consequence</b>	<ul style="list-style-type: none"> <li>• A further repeat of the above behaviours on the same day</li> </ul>	Private, restorative, conversation with member of staff during break / lunchtime
<b>Instant consequence</b>	<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour</li> <li>• Refusal to follow safety practices</li> <li>• Walking out of a class without asking</li> <li>• Refusal to follow instructions</li> <li>• Poor behaviour during fire alarm</li> <li>• Talking during prayer</li> <li>• Graffiti of textbooks</li> <li>• Damage to school property</li> <li>• Damage to property of others</li> <li>• Heard swearing in conversation with other pupils</li> </ul>	Sent to a member of SLT's classroom to complete work or Restorative behavioural reflection completed with SLT during own time & Missing break or lunch time & Phone call home to parents
	<ul style="list-style-type: none"> <li>• Swearing at a member of staff</li> <li>• Fighting - not premeditated can confidently be resolved with restorative action</li> <li>• Proven bullying</li> <li>• Racist language</li> <li>• Homophobic language</li> <li>• Verbal sexualised language</li> <li>• Stealing</li> </ul>	Temporary school suspension & Meeting between Parent & Principal/Vice Principal
	<ul style="list-style-type: none"> <li>• Intentional Racism / Racist incident with no remorse shown</li> <li>• Repeated cases of behaviour listed directly above</li> <li>• Severe cases of extreme poor behaviour</li> <li>• Persistent disruptive behaviour despite interventions</li> <li>• Physical assault against a student or member of staff</li> </ul>	Permanent Exclusion

## Bullying

The school regularly educates its pupils on what bullying is and what bullying is not. A common phrase used by staff when talking about bullying with their pupils is 'STOP' which equates to 'Several Times On Purpose'. Should a child perceive that they are being bullied in school, this is taken seriously and acted upon quickly. A child can report that they are being bullied to a member of staff either verbally, or by completing a bullying form which is stored in a visible location in all classrooms. When complete, the form is handed to the Principal. The Principal and other members of SLT are responsible for investigating bullying. When an investigation is carried out, all actions taken are logged. Both children and parents on both sides of the incident/s are spoken to and the situation is monitored closely. Following the monitoring, if the incidents are regarded as bullying then the appropriate sanction is carried out.

## Racism

It remains the responsibility of the Principal to report every reported case of racism to the Collegiate Directors. St. Wilfrid's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a rigorous manner and investigations take place following the reporting of an incident. In all cases of racism, a member of the SLT informs parents of both the perpetrator and victim.

## Sexual Harassment

The school has a separate Sexual Harassment Policy.

## Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including having social and emotional needs that differ to their peers which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of a pupil passport or individual behaviour plan. In these cases, children may be identified and placed on the school's special educational needs register.

## Exclusions

**Any incidents involving violence, racism or bullying will not be tolerated in school and will be dealt with seriously and may result in children being excluded from school for a fixed period.**

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to an SLT member, in another classroom.

Fixed term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort. On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. The school may even arrange for the child to attend another school in the collegiate for a set time to ensure their education is not affected. It is expected that parents will support the school's decision should this occur. Every effort will be made to support and communicate regularly with parents. The principal will promptly complete the formal documentation and forward this to the local authority. The CSEL is informed of all exclusions.

Expectations of parents

We encourage parents to read and understand the behaviour policy used in school and implement the same expectations and routines outside of school as this will consolidate their child's understanding and ensure consistency when moving from home to school. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success.

Along with their children, parents are expected to always behave in an appropriate manner when on the school premises. This includes when communicating with other parents, children and school staff. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff, SLT member or Principal, it may not always be appropriate to address concerns immediately, e.g. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment via the school office to discuss any issues. Parents can be assured that all concerns will be addressed promptly.

**The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of social media.** Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

This policy was agreed by staff January 2025

This policy was approved by Academy Committee Spring 2025

To be reviewed September 2027

## Appendix 1

### Scripts used by KS1 and KS2 staff

#### Low Level Inappropriate/poor behaviour recognised by an adult:

**Reminder -**

**The child is reminded of the school rules:**

e.g. "I have noticed you are/are not ..."

"Please remember to follow our rule ..."

"Thank you."

#### Inappropriate/poor behaviour continues

**Warning -**

**The child's behaviour is recognised again and a redirection statement given. A clear and firm warning of the consequences is given.**

e.g. "I have noticed you are/are not ..."

"Please remember to follow our school rule ..."

"If it happens again, we will have to talk about this behaviour in your own time"

"Thank you."

#### Inappropriate/poor behaviour continues

**Consequence -**

**Staff indicate that the child they will need to have a restorative conversation to discuss the behaviour**

e.g. "I have noticed that you still have/have not ... "

"As a consequence, we need to discuss this behaviour in your own time."

"Thank you."



## Scripts used by EYFS staff

### Low Level Inappropriate/poor behaviour recognised by an adult

#### Reminder

**The child is prompted to follow a specific rule from the relevant member of staff.**

e.g. "Remember to follow the instruction you were given."  
(Repeat instruction – e.g. sit on the carpet sensibly)

### Inappropriate/poor behaviour continues

#### Warning

e.g. "This is the second time I am having to remind you to **repeat instruction.**"

### Inappropriate/poor behaviour continues

#### Consequence

**Initiate a private 30 second conversation to address behaviour.**

e.g. "You have not **\*repeat instruction\***.

"Do you understand what you have been asked to do?"

"Can you show me you know how to ...?"

## **Appendix 2 – Restorative Conversations**

What were you thinking at the time and what have you thought since?

Who else has been affected and how did your actions make others feel?

What can you do to make things right? / What might you do differently in future?

Each restorative conversation will be led by the adult in charge at the time of the incident and the questions asked will depend on the child's ability to communicate their own feelings and actions.

**Appendix 3 – Restorative question sheet to be completed by child with a member of SLT**

**KS2 Behaviour Reflection Sheet**

What happened?

---

---

---

What were you thinking at the time and what have you thought since?

---

---

---

Who else has been affected and how did your actions make others feel?

---

---

---

What can you do to make things right?

---

---

---

What might you do differently in future?

---

---

# KS1 Behaviour Reflection Sheet

What happened?

---

---

Who has been affected and how have you made others feel?

---

---

What do you need to do now?

---

---

What will you do differently next time?

---

---

Member of SLT completing the form with child: \_\_\_\_\_