



St Wilfrid's Catholic Academy

Behaviour Policy

Written in line with Section 89 of the Education and Inspection Act 2006

Updated September 2019

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 seeks to create a "Nurturing Environment" which encourages and reinforces good behaviour where children feel safe and secure, and can develop academically, emotionally and socially. Our children's behaviour is outstanding and we strive to work together to uphold this through our behaviour policy.

At St Wilfrid's Our Mission is to:

- Ensure that the Catholic ethos is evident to all that enter the school
- Ensure that the schools' policies reflect the teachings of Christ and the Catholic Church
- Ensure that the Gospel values and the teachings of the church are in every aspect of Learning, Teaching and the totality of school life
- Provide a religious education which studies the mysteries of God, the life and the teachings of Jesus Christ and of His Church
- To Know that to teach means not only to impart what we know but also to reveal who we are by living what we believe
- Enable the children to have the ability to see the richness of life
- Care for the Spiritual needs of children and young people
- To Know, Love and Serve God in this life and be happy with him forever in the next
- Ensure that Christ is at the centre of everything

- Ensure that a young persons' journey is also a journey of faith
- Transform prayer, worship and liturgy into real educational experiences, developing the faith of each individual in the school community
- Build a caring Catholic community which prepares each one of us for the wider world
- Provide opportunities to learn within a Catholic Christian setting
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths
- Encourage the children to partake in the charitable works in the community, locally and worldwide
- Provide an excellent broad and balanced curriculum that is placed with a Catholic Christian setting which will nurture children and help them to grow to their full potential
- Work to develop the formation of the whole person
- Be motivated and offer to all especially the poor and the marginalised the opportunity of an education and training for a job
- Extend the areas of children's knowledge and experiences where learning and expectations are matched to abilities and aptitudes
- fulfil the statutory requirements of the National Curriculum and Religious Education as based on the guidelines provided by the Archdiocese of Birmingham
- Encourage independence and self-discipline appropriate to the age of development of each child
- Provide opportunities to develop appreciation of art, music, literature and their national heritage
- Develop in children appropriate skills and concepts and the will to use them
- Monitor and evaluate the schools' curriculum provision
- Care for the pastoral and special needs of children
- Promote a citizenship rooted in a commitment to social justice and the common good.

Classroom rules will be developed at the beginning of each academic year through consultation with the whole class. These classroom rules will be part of, and in addition to the Golden Rules and Class Dojo skills. They will be based around our over-arching approach of children demonstrating good manners, discipline and respect.

The Golden Rules should be:

- displayed prominently in classrooms and around school
- designed to make clear to the children how they can achieve acceptable standards of behaviour.
- agreed with the children so they fully understand them and are able to take ownership of them.
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;

- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.
- Each classroom will have a Class Dojo behaviour display.

The Golden Rules are:

- Work hard and try our best (Independent enquirer, Self-manager, Creative thinker)
- Respect and value all (Part of a community)
- Be kind and helpful to all (Team worker)
- Use our manners at all times (Self-manager, team worker, part of a community)
- Listen to all adults and other children (Part of a community)
- Be honest in all we do and say (Reflective learner)
- Share with others (Part of a community)
- Walk in school at all times (Part of a community)
- Wear our school uniform with pride (Self-manager, Part of a community)
- Look after our school (Team worker, Part of a community)

These Golden Rules sit within the Attitudes for Life Framework that is collegiate wide. Those characteristics are listed in brackets above.

At St Wilfrid's Academy we aim:

- To create an environment which nurtures, encourages and reinforces good behaviour.
- To define and promote acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To lead by example.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. This is underpinned by our school mission statements.

As role models we aim to:

- provide a nurturing and effective learning environment;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit.

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2) Shoulder length hair should be tied back at all times using a bow or bobble. Highlights/Lowlights are not permitted. Small bows or hair bands may be worn.

Roles and Responsibilities

It remains the overall responsibility of the Principal and Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, at St. Wilfrid's we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. Pupils in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered reflective of the positive attitudes and standards to which all pupils should aspire.

School Council

The head boy, head girl and two representatives from each class in Years 2 - 6 meet regularly with the RE leader and/or learning mentor, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the Principal for future reference at staff meetings, where appropriate. Representatives from the school council are expected to provide prompt feedback to their peer group. The involvement of the school council in selecting appropriate equipment for the playground has proved to be particularly successful and we look forward to many more positive ideas from our children.

Rewards and Sanctions:

Current Practice and Procedures

At St Wilfrid's we use Class Dojo as a tool for rewarding good behaviour. This allows for excellent communication between parents and staff about their child's progress, behaviour and the day to day running of the classroom. Our emphasis is on rewards to reinforce good behaviour, rather than focusing on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Staff may use their own individual in class rewards, in addition to the Class Dojo behaviour system and key stage team points. These may include marbles or table points, stickers and stamps or treat boxes.

Rates of praise for behaviour should be as high as for work. Recognition of the following rewards are presented publicly during assembly:-

- Gold Dojo award winners (Head teacher Award, certificate and badge)
- Sports awards
- Student/pupil of the week award
- Writers of the week
- Mathematicians of the week
- Readers of the week
- Personal awards achieved by the child out of school

Whole School Behaviour System

The system recognises the good behaviour of children and rewards them for following the school rules. The system is consistent throughout the school from Nursery to Year 6 and is also used at lunch times, after school clubs, trips and on residential visits.

Our school follows the Class Dojo system of a Golden Dojo for 6 Dojo points, and a red card for negative 6 Dojo points. All children make reference to the system on display in their classrooms.

Moving up the chart to the Gold Dojo

All children will begin each new day with their name card on the Green Dojo (Mojo) and can move up on the chart to the Golden Dojo once they have received 6 dojo points which will be recorded online using the Class Dojo points system. If a child has displayed good behaviour and is on the way to the Golden Dojo, then they will move their name to the Blue Dojo following +3 Dojo points.

The characteristics set in each class dojo are:

- Consistent good behaviour
- Good attitude
- An excellent piece of work
- Consistent good manners
- Helping another pupil or adult
- Asking and answering lots of questions
- Respect
- Effort
- Team Work
- Good Sportsmanship
- Smart appearance
- Being on time
- Being prepared
- Reading at home
- Kindness
- Any other characteristic that the class teacher may wish to promote (Maximum of 2 extra)

If a child demonstrates exceptional behaviour or attitude during the day then they could be moved onto the Gold Dojo. The teacher, or a Dojo helper records these at the end of the day in a Golden Dojo Book. Instant Gold Dojos may be awarded if behaviour or effort is exceptional.

When a child has been on the Gold Dojo five times, then the teacher will present the child with a Dojo monster certificate and a star badge. When a child has been on the Gold Dojo for every multiple of 5 then they will be given certificates and rewards as appropriate.

When a child has had their name on the Gold Dojo for any multiple of 10, then the Head teacher will read their names out in assembly and present them with certificates and the relevant rewards.

A record of children in the Gold Dojo book will continue throughout the year and they will be rewarded accordingly, as they achieve more gold Gold Dojos. Rewards include pencils, pencil cases, bookmarks leading to special prizes at the end of the year for children who have been on the Gold Dojo 30 times or more.

Moving down the chart to the Red Card

However, if a child breaks a school rule then they will be given a warning. If a child continues to misbehave after having a warning then he/she will lose Dojo points. If they end up with – Dojo points, they will move to the amber card, which is a clear warning that they need to modify their behaviour for the better. If they receive -6 Dojo points, or receive an instant red card, then they will move from the Green Dojo (Mojo) where everyone starts each day, to the red card and participate in a lunch time detention. Children will then be asked to complete a thinking sheet during a lunch time detention. (The same day if they have a red card in the morning, the next day for an afternoon red card). The child will be asked during detention, supervised by a member of SLT, to think about what they have done, the rule that they have broken and what they can do to put it right. If the child completes this sheet they may also be asked to write a letter to the class teacher apologising for their behaviour.

If a red card is received in the morning, the child will move their name back to the Green Dojo after lunch, if they have attended detention, so they can have a new start for the rest of the day.

If a red card is received in the afternoon session the child will have to attend detention the next day.

Detention sessions are supervised by a member of SLT.

Timetables are displayed in all classes and in the ICT Suite.

If a child has been on the red card three times then they will be sent to the Head teacher with the red card book (which contains the dates and reasons for being on the red card). The Head teacher will then speak to the child, a letter will be sent home to parents to explain that their child needs to modify his/her behaviour and if he/she is on the red card a further three times then they will be invited into school to discuss the next steps, and the child will not take part in the end of half term treat.

However, in exceptional circumstances any serious one off incidents will be dealt with, possibly given instant red cards, and parents may be called or messaged through the Dojo system.

A child should always be given a warning before he/she loses a Dojo point for behaviour; however the SLT agreed that if a child is:

1. Involved in a serious fight
2. Heard by an adult swearing
3. Rude to a member of staff
4. Insolent
5. Defiant

6. Aggressive

7. Demonstrating a lack of respect.

8. Racist

They will be instantly moved down to the bottom of the chart and attend a detention. (Red Card). See Bullying policy for incidents of suspected bullying.

Sanctions

Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is very powerful.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences. It should be the behaviour rather than the person that is punished.
- Negative behaviours include talking out of turn, not listening, rude behaviour etc. Children may also lose Dojo points for not bringing in homework, untidy uniform and being unprepared.

If bad behaviour is recurrent at break and lunch times, then, in the first instance, supervisors will communicate with the class teacher and appropriate sanctions will be applied. If the behaviour continues, a child may be asked to miss their break or lunch times for a period of time to reflect upon and adjust their behaviour.

If a child has consistent bad behaviour for longer periods of time, then they may be placed on report by the Headteacher. This may be for break and lunch times, or covering the whole day, according to their needs. This will be sent home each day, to encourage communication with parents. A child may stay on report until their behaviour improves.

Children may be sent to a member of SLT or the headteacher, to discuss their behaviour and how it can be improved. A celebration assembly for whole school, key stage or class is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day.

Emotion Coaching

As part of a project within the Newman Catholic Collegiate, our academies have employed the principles and strategies of Emotion Coaching to improve outcomes for pupils. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient (Gottman 1997)

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

There are 3 steps that staff will use to support pupils through emotion coaching:

Step 1 – empathise, validate and label the emotion the child is feeling

Step 2 – empathetically set limits on the child's behaviour

Step 3 – problem solve with the child on what can be done to improve the behaviour/situation.

Exclusions

In cases involving inappropriate behaviour during break-times on a regular basis, parents may be asked to remove children from the school premises during lunch break periods for a fixed period.

Any incidents involving violence, racism or bullying will not be tolerated in school. Incidents of violence 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 the key stage manager, in another classroom. It may be necessary to refer children to the Principal or Head of School. Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision. On occasions, the Principal may decide to

send the pupil to another school where a member of staff would accompany them for a fixed period.

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. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The Principal or Head of School will promptly complete the formal documentation and forward this to the local authority.

Racism

It remains the responsibility of the Principal to provide an annual report to directors of all racist incidents in school. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially reported to the LA. St. Wilfrid's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism the Head of School or Principal informs parents from both perpetrator and victim.

Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, 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 an Individual Behaviour Plan (IBP). In these cases, children will be identified and placed on the school's special needs register. In some cases, should the strategies prove inadequate, it may be necessary for the school to apply for an Education and Health Care plan (EHC). In all circumstances, parents will be fully consulted and informed of procedures and outcomes. Harassment of pupils with a disability will not be tolerated.

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school, children are expected to continue to observe the school rules and dress code/ at all times whilst on the premises. Children may leave the school in PE kits if they have stopped for an after school activity requiring them to wear them. Pupils are expected to follow the school rules whenever they wear the school uniform for example walking home from school.

Lunch-time Procedures

Foundation Stage and Key Stage 1:

Children in Reception and Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by midday supervisors and should not re-enter the school buildings without permission.

Pupils in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of midday supervisors.

Key Stage 2 pupils are expected to stop when the lunchtime staff ask.

Children will walk directly and sensibly into class, following instruction by the members of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunchtimes and staff have agreed an agreed code of behaviour. Children receive dojos for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the teachers/SLT and/or the Principal.

During playtimes and lunch-breaks, children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately. Under the leadership of the PE leader, playground leaders have been trained to organise games and activities. Midday supervisors are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

Procedures for Wet Playtimes

During wet playtimes, children are expected to remain in their classrooms under the supervision of the duty teachers. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Year 6 pupils will assist in the supervision of younger pupils.

Every classroom should contain a wet –playtime box, which should be used solely during wet break-time and lunchtime periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

Code of Conduct for Adults in School

In accordance with our School Mission Statement and Catholic ethos, interaction between all adults, including parents, parent-helpers and school staff, is based on mutual respect, as stipulated in our 'Code of Conduct for Adults in School.'

Adults within the school must:

- Respect the right of every child to privacy.
- Avoid discussion of individual children within the Staff room.
- **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
- It is school policy that any incidents involving children of members of staff are dealt with by colleagues.

Parent-Helpers

St. Wilfrid's welcomes and values assistance from parents in classrooms. As part of our safeguarding children procedures, all adult helpers working regularly in school complete DBS checks. Prior to working in classrooms, adult helpers meet with a member of the school's Senior Management Team to clarify any concerns and sign confidentiality agreements.

Communication with Parents

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff or Principal, it may not always be appropriate to address concerns immediately, eg. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment to discuss any issues and 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 November 2019

This policy was approved by Academy Committee November 2019

To be reviewed September 2021

Signed _____ Chair of School
Committee