



**St. Wilfrid's  
Church of England  
Primary Academy**

Executive Headteacher: Mr S. Colothan



# Behaviour Policy

**October 2021**

**Review Date: October 2024**

**'I can do all things through Christ who strengthens me.'**

**Phillippians 4:13**

*'Pupils have high levels of respect for themselves and others. They are very well-mannered, polite and courteous towards each other and towards adults. Pupils are highly motivated, resilient and positive learners who love learning across all areas. Pupils demonstrate high levels of support for each other.'* Peer Review, January 2020.

### Our Christian Vision

*'I can do all things through Christ who strengthens me.'* Philippians 4:13

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



### Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

**At St. Wilfrid's, we can do all things through Christ who gives us strength.**

### Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



### Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

## **Our Intent**

Our intent is for our children to 'live out' our Christian Values in their behaviour, choices and relationships, both in and out of school. Christ is central in our school and we are very proud of our Christian Distinctiveness.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

### **We will:**

- Provide an enriched and well-balanced 'literacy-rich' curriculum to meet the needs of all children.
- Encourage all children to do their best at all times.
- Promote our school expectations with children, apply our Behaviour Policy with consistency and fairness, and ensure that all children know how to be safe online.
- Create an environment where children feel safe, loved and valued.
- Foster within each child a positive self-image and self-belief.
- Encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- Promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- Help children acquire and develop a range of skills and concepts with the ability to use these in all areas, supporting their development as independent learners.
- Develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.
- Maintain communication with parents and carers about children's behaviour, where appropriate.

## **Principles of St Wilfrid's Church of England Primary Academy's Behaviour Policy**

*'Highly effective relationships across the school create a safe and nurturing environment in this church academy.'* SIAMs Inspection, January 2018

Every member of our school community has the right to feel loved, valued and respected. We promote an environment where everyone feels happy, safe and secure, and all members of our school community are treated fairly and consistently. Good relationships are promoted, so that people can work together as a team with the purpose of helping everyone to achieve.

This policy is designed to promote good behaviour, whilst developing an ethos of kindness and co-operation.

The benefits for our school community:

- To learn the value of friendship and respect
- To learn to care for each other safely
- To learn what good behaviour means and make positive choices
- To experience and enjoy success
- To develop positive attitudes to learning and each other
- To feel safe and secure
- To have a sense of belonging and feel valued
- To become responsible citizens and courageous advocates.

### **Expectations, Rewards and Sanctions**

We have very high expectations of behaviour and encourage children to make positive choices.

**Our school expectations for all children are to:**

- **Be responsible for your own choices**
- **Be respectful towards others and the school environment**
- **Be kind and caring in your actions**
- **Be proud in everything that you do**
- **Be ambassadors of our Christian Values**

As part of our PSHE Curriculum, children with their class teacher create a Class Charter at the beginning of every school year, which is displayed in each classroom.

### **Rewards**

Rewards are given to children for making good choices, both in their behaviour and in their learning.

Examples include:

Praise (non-verbal, verbal and written)  
Stickers  
House Points  
Stars of the Week  
Certificates  
Postcards  
Celebration of Work

House Points are awarded for good manners and behaviour, effort and work. Children feel part of a team and we celebrate winning house point teams each week and term in our Celebration Worship. Children in the winning house at the end of each term receive an reward e.g. additional playtime.

### **Sanctions**

Consistent Sanctions have been introduced across the school, following a successful pilot, which apply both within school and on the playgrounds. As an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children and age-appropriate behaviours and actions.

Sanction	Action and Consequence	Examples
Signal, gesture or verbal reminder	A 'look', quiet word, verbal reminder about making positive choices.	<b>Low level disruption:</b> <ul style="list-style-type: none"> <li>• Not on task</li> <li>• Not following instructions</li> <li>• Distracting others</li> <li>• Inappropriate noises or being noisy</li> <li>• Shouting out</li> <li>• Running indoors</li> <li>• Showing disrespect</li> <li>• Spoiling the work and play of others</li> <li>• Interrupting a teacher</li> <li>• Being unkind e.g. name calling</li> <li>• Not producing enough work</li> <li>• Pushing in the line</li> <li>• Rough play (playfighting)</li> <li>• Arguing/squabbling with peers</li> </ul>
Verbal warning	'If you ... you will be on a yellow warning!'	
Yellow Warning: 'Think about it!'	Child's first name and surname initial written on whiteboard under 'Think about it!' card until the end of the lesson. Any further misconduct to lead to Orange book. If outside, staff to write name on a yellow post it note and inform child that they are on a warning.	<b>Continued low level disruption after verbal warning.</b>
Orange book	<p>Class teacher records child's name, date and brief reason in Orange book <b>and</b> a detailed account on CPOMS.</p> <p>If a child goes into the Orange book <b>two times</b> in a school week, the class teacher contacts parents to inform them that they are at risk of going into the Red Book.</p>	<b>Continued low level disruption after Yellow Warning.</b> <p><b>Straight into Orange Book:</b></p> <ul style="list-style-type: none"> <li>• <u>Dangerous</u> play e.g. aggressive pushing, grabbing, pinching</li> <li>• Answering back to an adult</li> <li>• Being dishonest to an adult</li> <li>• Unacceptable language / swearing</li> <li>• Defiance (Refusal)</li> <li>• Throwing in temper</li> <li>• Intentionally damaging school property</li> </ul>
Red book	<p>Class teacher sends for the Red book from the Phase Leader and records child's name, date and brief reason in Red book <b>and</b> a detailed account on CPOMS. The Red Book is given to the Phase Leader and the child has a consequence of an age-appropriate period in hall at lunchtime.</p> <p>Phase Leader informs parent about the child's behaviour discussing entry in Red book.</p> <p>Red book will be reviewed by Headteacher regularly. If a child is in the Red Book on more than one occasion, external agencies may be involved and Behaviour Improvement Plans can be introduced.</p>	<b>After phone call from class teacher, if entered into Orange Book a third time or:</b> <ul style="list-style-type: none"> <li>• Physical violence (temper/anger) e.g. lashing out, hitting, kicking, biting</li> <li>• Causing serious damage to school property.</li> <li>• Purposely spitting at somebody</li> <li>• Verbal abuse to member of staff e.g. name calling</li> <li>• Prejudice-based discrimination e.g. racist remark, homophobic remark etc. (Phase Leader needs to log on CPOMS)</li> </ul>
Gross misconduct	Inform Headteacher immediately. Potential Exclusion/Suspension by Headteacher.	<ul style="list-style-type: none"> <li>• Physical assault against a pupil or adult (targeted attack)</li> <li>• Serious verbal or threatening behaviour against a pupil or member of staff.</li> <li>• Sexual misconduct.</li> <li>• Drug or alcohol related.</li> <li>• Serious theft.</li> <li>• Causing serious damage.</li> </ul>



All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes when representing the school outside of the school grounds and whilst online in school.

***The Education and Inspections Act 2006 states:***

The headteacher must determine measures to be taken with a view to—

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

The pupils at our school are expected to follow the requirements of the 'Home School Agreement' which can be found in **Appendix 1**

**Support for Pupils whose behaviour indicates significant problems**

Examples of support available include a variety of interventions and support plans, including IEPs and Behaviour Support Plans (**See Appendix 2**), delivered by school staff, including the Learning Mentor.

Other support includes a range of Outside Agencies such as TESS, Start Well, Wigan Family Welfare Counselling, Wigan Youth Zone Mentors, GP and CAMHS Link Worker.

Outreach support can be accessed from special schools within the Wigan area, such as Willow Grove, Hope and Landgate.

TESS may be involved in facilitating a Pastoral Support Plan, with school and parents/carers, for children who are at risk of exclusion. Where it is appropriate, we may apply for an Alternative Provision placement for an agreed period of time. This may include The Wellbeing Centre for children in Early Years or The Engagement Centre for children in KS1 and KS2. Where a Pastoral Support Plan is in place, we can apply to TESS for consideration for an agreed period placement at a different Alternative Provision provider, such as Three Towers AP Academy.

**De-escalation and Positive Handling**

We follow Team Teach policies and procedures for de-escalation strategies and 'positive handling'. A Positive Handling Plan may be produced to identify and support children in developing self-regulation and supporting staff to recognise and proactively manage behaviours. If Team Teach restraint measure are used, the member of staff must record the incident and measures used to avoid the need to use Team Teach restraint and parents and carers must be informed.

## **Exclusion/Suspensions**

Only the Executive Headteacher (or a Deputy Headteacher in the absence of the Executive Headteacher) has the power to exclude/suspend a child from school. The Executive Headteacher may exclude/suspend a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion or suspension into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes/suspends a child, he informs the parents immediately, giving reasons for the exclusion/suspension. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the Local Governing Board about any permanent exclusion, and about any fixed-term exclusions/suspensions beyond five days in any one term.

The Local Governing Board itself cannot either exclude/suspension a child or extend the exclusion period made by the Executive Headteacher.

The Local Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion/suspension appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion/suspension, they consider the circumstances in which the child was excluded/suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.

## **Confiscation**

There is a specific legal defence for confiscating inappropriate items (September 2010). Prohibited items taken from DfE "Searching, screening and confiscation – Advice for Headteachers, school staff and Governing bodies" (Feb 2014) are:

- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil)

The Executive Headteacher can authorise a search of pupils or their possessions (including bags and boxes) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

The Local Governing Board have decided other prohibited items include mobile phones (these must be handed in and kept in the school office for safeguarding reasons), and other electronic devices including watches that take photographs and make recordings, matches and lighters.

### **Medication, Drugs and Alcohol**

It is the policy of St Wilfrid's Church of England Primary Academy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, then the school medical policy applies. The parent or carer should notify the school and ask permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom e.g. inhalers (stored in a box) and epi-pens (stored in a lockable box). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned by a temporary exclusion/suspension. The child will be re-admitted to the school following the fixed term. A parent or carer of the child will also need to visit the school and discuss the seriousness of the incident with the Executive Headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Police and social services will also be informed.

### **Training**

All school staff are required to undertake regular training on behaviour and associated positive behaviour strategies and other interventions.

### **Cross reference**

This policy should be read in conjunction with a range of other relevant school policies.

In drawing up this policy the Local Governing Board have taken account of the Equality Act 2010 with specific reference to protected characteristics, SEND, and other vulnerable groups.



## APPENDIX 1 - HOME SCHOOL AGREEMENT

### Home School Agreement – St Wilfrid’s Church of England Primary Academy

Name: \_\_\_\_\_

#### Our Christian Vision:

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- Develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.
- Maintain communication with parents and carers about children's behaviour, where appropriate.

## **Our Children**

### **I will:**

- Do my best in my work at school and home
- Follow the **school expectations\***
- Be prepared and bring to school what I need
- Wear the correct school uniform
- Stay safe online and keep other safe online

### ***\*Our school expectations for all children are to:***

- ***Be responsible for your own choices***
- ***Be respectful towards others and the school environment***
- ***Be kind and caring in your actions***
- ***Be proud in everything that you do***
- ***Be ambassadors of our Christian Values***

## **Our Parents and Carers:**

### **I will:**

- Support the **school's expectations** for behaviour\*
- Make sure that my child has excellent attendance, is punctual and is appropriately equipped
- Inform the school of any concerns about health, education, behaviour and general welfare
- Support the school's policy on home learning
- Support the school's rules for online safety
- Attend parents' evenings to discuss my child's progress
- Treat school and staff with respect at all times, face to face and online.
- Contact the school office for all communications, including making appointments with staff where necessary.

Signed \_\_\_\_\_ Child

Date \_\_\_\_\_

Signed \_\_\_\_\_ Parent / Carer

Date \_\_\_\_\_

Signed  Executive Headteacher

Date \_\_\_\_\_

## APPENDIX 2

### Behaviour Improvement Plan

Name:

Week Commencing:



		Mon	Tues	Wed	Thurs	Fri	Total
Target 1:	am						
	pm						
Target 2:	am						
	pm						
Target 3:	am						
	pm						

*A score between 0 and 4 will be given for each session.*

Teacher's Comment:

|

Child's Comment:

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Child's signature: \_\_\_\_\_

Date: \_\_\_\_\_