

St Wilfrid's Catholic Primary School



'We can do all things through Christ.'

Positive Relationship and Behaviour Policy

Head teacher: Mrs C Johnson

Chair of Governors: Mr P Crawley

Date of next review: Autumn 2026

This policy will be reviewed sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process.

Requests for signed copies

If a signed copy of this policy is requested, the school office will provide this free of charge.

Rationale

St Wilfrid's Catholic Primary School believes that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. All parents and staff must help the children through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children and it is expected that they will play a full role in the positive behaviour and discipline of their children.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards all races, religions and cultures.

Aims of the Behaviour and Discipline Policy

- To value each other and develop mutual respect
- To fulfil all legal requirements
- To provide an orderly, fair, consistent and safe environment
- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour
- To apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected
- To build a community where all feel valued, safe and secure

The school recognises that pupils need:

- Regular attendance
- Access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well balanced curriculum with realistic expectations
- To have exemplary role models
- To develop an understanding of right and wrong and be able to make choices which are for the good of the community.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.

- To take care of property and the environment in and out of school

The school recognises that parents and carers need:

- To support the school policy
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

Parent and carer responsibilities are:

- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

The school recognises that staff need:

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Religious education curriculum
- PSHE curriculum
- Citizenship
- Celebrating achievement, recognising social progress
- Links with community
- Pupil voice/School Council
- Playground buddies etc.

Our School Rules

1. Be ready to learn.

Come prepared - work hard don't give up – always try your best

“Whatever you do, in word or deed, do everything in the name of the Lord Jesus.” Colossians 3:17

2. Be responsible

Where should I be and what should I be doing? Do the right thing even when no one is looking. Be safe.

“Whoever knows the right thing to do, but doesn't do it, is doing wrong.” James 4:17

3, Be respectful

Raise your hand to speak – use a quiet voice in the classroom – only touch what you have permission to touch – be kind to others

“Outdo one another in showing honour.” Romans 12:10

Classroom Routines



The use of well-rehearsed routines supports a positive learning environment in which children are able to demonstrate positive behaviours.



Lining Up

Do children have a line order ensuring key children are in appropriate spaces? Where do they line up? How do they move from chairs / carpet to line?



Arrival at School

Do children have a specific morning task that is accessible to them? Do they children understand the acceptable volume for working during this task?



Moving Around Classroom

Do children have a routine for moving from chairs to carpet and back? E.g. 1. Stand up 2. Tuck chair under 3. Move to carpet



Carpet Work

Do children have a specific carpet spot chosen to support positive behaviour?



Toilets

Do children have a routine / schedule for visiting the toilet? Are they aware of behaviour expectations when using the toilets?



Magnet Eyes

Have they children been given time to rehearse and perfect the use of magnet eyes in the classroom?



Resources

Are regularly used resources easily accessible. Are the children able to organise and look after their resources?



Home Time

Do children have a specific home time routine that has been well-rehearsed? Does this routine support positive behaviour collecting belongings and leaving?



Encouraging and Recognising Positive Behaviour and Relationships

One Notice the unnoticed

Adults in school will provide verbal praise to identify and recognise children who are following our school rules. The adults will aim to 'notice the unnoticed' praising the child demonstrating the behaviour while providing a role-model of the behaviour to others.

Two Positive Role Models

As a part of 'noticing the unnoticed' the sharing of good examples of behaviour, attitudes, work etc. with other children and staff is strongly encouraged. Children are always welcome to visit other adults in school to share positive incidents.

Three Stickers

All adults will be provided with stickers which can be used to identify and recognise positive behaviour. These should be used within the class as well as during less structured times such as outdoor breaks.

Four House Points

The children from Reception to Year 6 will belong to one of four houses:

Children following school rules and demonstrating positive behaviours will be given house points. These house points will be readily available in all classrooms, break areas, offices etc. The individual house points should be added to their groups jar. A specified reward within a given timescale will be offered for the house that gains the most points e.g. At the end of two weeks, the house that has the most points will receive an extra break time.

Five Certificates

Weekly certificates will be given out to children prior to the whole school collective worship. These certificates are awarded to children who have been seen to follow the St Wilfrid's way. Teachers should nominate children based on a demonstration of positive school rule following that occurred during the week. A record of certificates will be kept ensuring a fair system. Teachers will also recognise children who are completing home learning / homework with a 'Homework Hero' certificate.

Six Home – School links

Staff are encouraged to pass on positive behaviour messages with home via 'A quick note to say...' pads. Teaching staff will complete two postcards per week to inform home of positive in school behaviours. A record of postcards / notes home will be kept ensuring a fair system.

Staff are encouraged to pass on positive behaviour messages with home via 'A quick note to say...' pads. Teaching

Response to low-level behaviours

Picking up your own tab: When dealing with low-level negative behaviours adults will 'pick up their own tab' by following the below strategies. Children will not be sent to another member of staff in order for behaviours to be sanctioned. Children will not be stood outside classrooms, offices etc to rectify behaviours. Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While certain low-level behaviour may need to be recorded on CPOMs at the discretion of the involved adult, they do not need to be directly reported to the class teacher / member of the senior leadership team etc. The adults in our school will endeavour to be:

- Forgiving
- Unshockable
- Persistent
- Relentless
- Calm

One Visible consistency – visible kindness

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating the low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

Two The drip effect – being relentlessly bothered

Children who do not respond to 'Visible consistency – Visible kindness' may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal praise
- Notes home
- Postcards
- Certificates
- Stickers
- Work on display
- Work shared with others
- Given a specific job
- Time to chat
- Extra responsibility

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child – what do they respond to?

Three 30 second intervention

Low level negative behaviour should not be allowed to further disrupt learning / activities. The 30 second intervention recognises the behaviour and gives the child the opportunity to correct it.

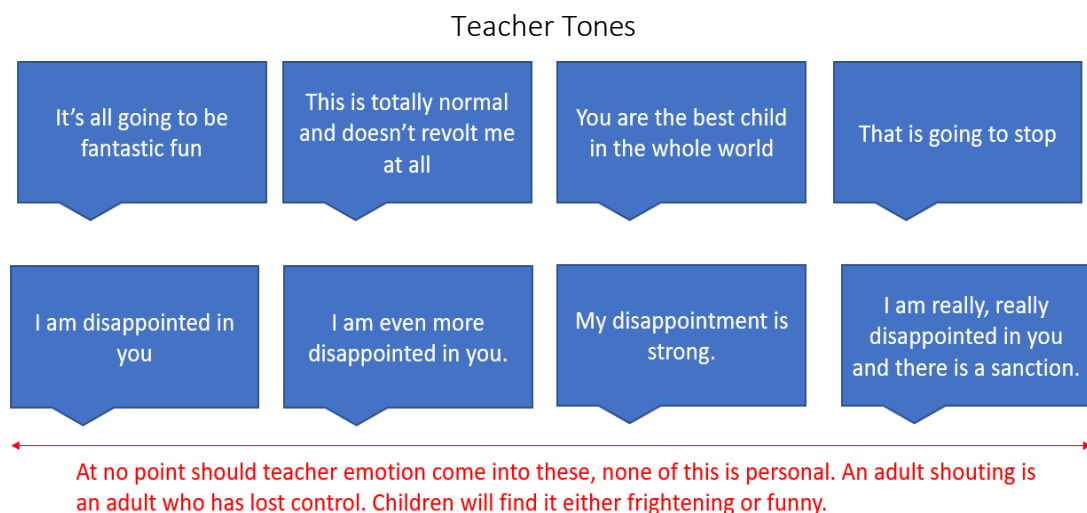
30 second intervention (script)

1. "I notice you are ..."
2. "It was the rule about ... that you have broken"
3. "Do you remember last week when you ... (insert example of positive behaviour)"
5. "That is who I need to see today. Thank you for listening."

Adult will the move on and will not allow for engagement

Four Advanced Assertiveness

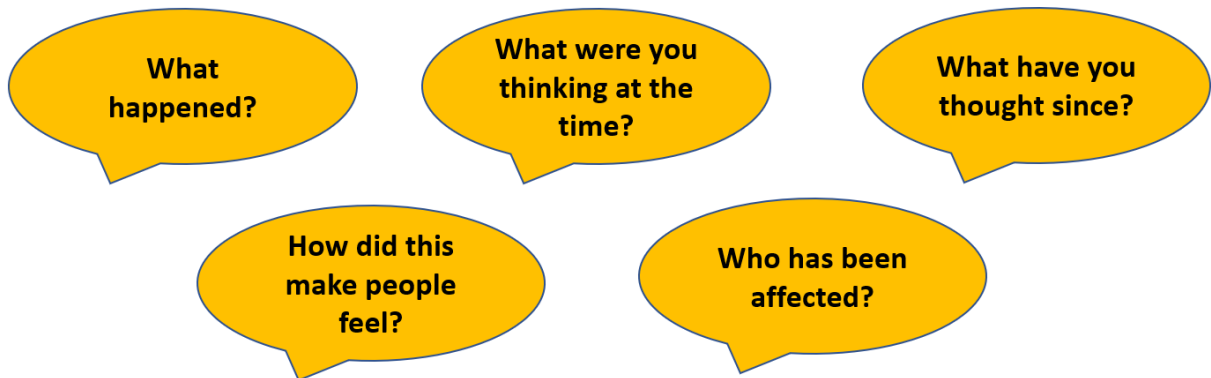
Advanced assertiveness is not only about what the adult says, but how they say it. At no point should an adult be 'shouting' at a child. Adults should be aware that the tone in which they speak will have an impact on the reactions of the child.



Five Two Minute Time out and Repair

A two-minute time out and repair will be carried out in response to a situation in which the '30 second intervention' and 'Advanced Assertiveness' did not result in the child correcting their behaviours. The time out and repair should happen in private and when a child is calm. It

will be a discussion between the adult and child reflecting on the low-level disruptive behaviours:



Six Routines

Class teachers will implement a range of routines with their classes. These will be dependent on the age and needs of the class and will be discussed with the behaviour lead and phase lead. These routines could include, but are not limited to:

- Arrival and exit from the classroom
- Lining up
- Moving around school as a class
- Use of resources
- Volume level
- Visiting the toilets

Response to high-level behaviours

High-level negative behaviours may include but are not restricted to:

- Use of racist or homophobic language
- Physical assaults
- Swearing
- Persistent low-level negative behaviours
- Bullying
- Refusal to follow school rules
- Behaviour that puts themselves or others at risk of harm

This is not an exhaustive list and may also be dependent on the age of the child/ren involved.

Incidents of high-level disruptive behaviour should always be recorded on Arbor and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will always be reported to parents or carers.

School responses to high-level negative behaviours will always involve the parents or carers and may include:

Team of trusted adults

A team of adults are used to support the child and class teacher. They are available to support during breaks and lunches, provide short time outs from class, share positive behaviour with etc.

Spots and Stars Chart

A sports and stars chart allows the child, parents and a team of trusted adults to track a child's behaviour. It is made in agreement with the team of trusted adults and the child at the beginning of the period to be tracked. It will last for a specified period of time e.g. 1 week. The child must collect either a spot or a star at the end of each session. The aim is to receive an agreed number of stars to allow for a specified reward. The chart should highlight any areas in which the child needs extra support e.g. a child who consistently receives spots during lunchtime may need a trusted adult for those sessions. The chart should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the spots and stars received that day and which behaviours the child wishes to demonstrate the next day.

Pin Pong Jar

Younger children who demonstrate high-level negative behaviours will be given the 'Ping Pong Jar'

At the beginning of the day a reward will be agreed between the child and the adult working with them that day. Each positive behaviour shown by the child will be rewarded with a ping pong ball to add to the jar. The child receives the reward if the jar is filled.

The jar should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the ping pong balls received that day and which behaviours the child wishes to demonstrate the next day.

Out of Class

The Headteacher or member of staff authorised by them may exclude a child who is due to represent the school at a sporting event, match or other event or who is due to participate in a residential activity or day visit as a sanction.

Support for children who have significantly inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service

Exclusions

Exclusions guidance is based upon current Local Authority and DFE guidance, which sets out responsibility of Head Teacher, governing body and the LA.

Exclusions will not be used if there are alternative effective solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)

Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone or letter.

Details/records of incidents are kept, and exclusions reviewed by the governing body.

Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

Permanent Exclusions

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting equipment)
- Poor academic performance
- Non-attendance, lateness

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint / Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Key Staff receive training via Team Teach in line with Positive Handling Policy

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 on CPOMs and reported to parents

Child on Child Abuse / Sexual Violence

Please refer to the Child Protection Policy 2024/25 for details

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. The Behaviour Lead will work with Senior Leaders to identify classes, individuals and staff who may benefit from further support throughout the school year. This support could include, but is not limited to:

- Team Teaching (key Staff)
- Curriculum Planning
- Further training
- Use of resources