

ST WILFRID'S RC COLLEGE



BEHAVIOUR POLICY

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SECTION 1 : OVERVIEW

VISION & PURPOSE

The governors of St Wilfrid's Roman Catholic College aim to maintain the highest standards of behaviour across the school through a policy which is underpinned by and reflects our Catholic ethos as well as local and national policy and guidance.

Our policy for behaviour seeks to promote behaviour based on mutual respect between all members of the school community and governors ask that families support the Headteacher and all staff in the school to achieve this.

Our approach to behaviour management is one which is focused upon:

- Building effective relationships
- Explicitly teaching pupils our behaviour expectations
- Supporting pupils to make the right decisions regarding behaviour
- Praising pupils when they make the right choices linked to behaviour
- Providing opportunities to reflect on and correct behaviour when necessary
- Apply consequences as a tool to deter pupils from poor behaviour choices
- Maintaining a calm and orderly environment where pupils can focus on learning
- Keeping young people included and engaged with learning and participating as part of our school community

KEY PRINCIPLES

Our approach to behaviour is underpinned by the following 5 key principles.

Principle 1: A culture of collective responsibility

- We have a collective responsibility for behaviour as part of our school community.
- Pupils are expected to follow the St Wilfrid's Way, with each person taking responsibility for their own actions.
- We ask that families support the school in managing the behaviour of their child; supporting and reinforcing the expectations that we share.
- Every member of staff, regardless of their role, actively supports and manages behaviour across the school.

Principle 2: Assume the best

- We focus our efforts on the very large majority of pupils who do everything right in school.
- We never assume a pupil has done wrong, and we do not make judgements that are not supported by evidence.

Principle 3: Every interaction is a fresh start

- We recognise that to make mistakes is human.
- We do not hold grudges against pupils.
- Every interaction we have with a child is viewed as a fresh start – our focus is always on learning.

Principle 4: Impact of positive noticing

- We acknowledge research that tells us that praise is the most effective tool when teaching behaviour.
- We aim to focus our collective efforts on noticing when pupils get things right.

Principle 5: Purpose over power

- Managing behaviour should not be a power struggle but should focus on supporting the child to make the right behaviour choices.
- We focus our attention on the level of the behaviour at which it first presents.

THE RELATIONAL APPROACH

At St Wilfrid's RC College, we acknowledge the growing body of evidence that informs us that a relational approach to behaviour is the most appropriate for meeting the needs of our community. The approach is designed to better support young people's mental health and wellbeing, and particularly supports those children from disadvantaged backgrounds and vulnerable groups.

There are three main components to the relational model: developing relationships, responding and calming, and repairing and restoring, as well as guidance on a graduated response in the classroom.



SECTION 2: WHOLE SCHOOL APPROACH


ST WILFRID'S WAY

Our whole school approach is based around our agreed set of behaviours and expectations across school. This is our behaviour curriculum known as 'St Wilfrid's Way'.

Pupils are explicitly taught, and regularly reminded of the principles of behaviour; being respectful, responsible and resilient, and of the specific expectations that accompany these. These are explored during Tutor Time each week and reinforced on a daily basis through interaction, lessons and assemblies.

We ask that all families familiarise themselves with our expectations, so that they can be proactive in supporting their child to meet them each day.

Our approach to managing behaviour, including praise, reminders of expectations, corrections and consequences, will be centered around the 3 strands of our behaviour curriculum.

<h1 style="margin: 0;">ST WILFRID'S WAY</h1> <h2 style="margin: 0;">OUR BEHAVIOUR CURRICULUM</h2>		
RESPECTFUL	RESPONSIBLE	RESILIENT
<p>IN SCHOOL AND IN THE WIDER COMMUNITY WE LIVE GOSPEL VALUES. AS PUPILS OF ST WILFRID'S R.C. COLLEGE, WE ARE HONEST, WE SHOW EVERYONE RESPECT AND HAVE COMPASSION FOR ONE ANOTHER.</p>	<p>WE RECOGNISE THAT EACH PUPIL IN OUR SCHOOL COMMUNITY HAS UNIQUE AND INDIVIDUAL GOD-GIVEN TALENTS. WE ARE RESPONSIBLE FOR FULFILLING OUR POTENTIAL AND ACCEPT SUPPORT FROM OUR TEACHERS AND PEERS.</p>	<p>WE ARE HARDWORKING PUPILS, THAT ALWAYS TRY OUR BEST. IN CHALLENGING TIMES, WE ARE RESILIENT AND NEVER GIVE UP. WE WANT THE BEST FOR OURSELVES AND OUR PEERS.</p>
<p>BE A CARING AND CONSIDERATE MEMBER OF THE SCHOOL COMMUNITY.</p>	<p>IF YOU MAKE A MISTAKE, ACCEPT RESPONSIBILITY AND APOLOGISE. IF YOU NEED SUPPORT, SEEK OUT A MEMBER OF STAFF.</p>	<p>MAINTAIN THE HIGHEST POSSIBLE LEVELS OF ATTENDANCE.</p>
<p>BE RESPECTFUL AND HAVE GOOD MANNERS. DEMONSTRATE RESPECT THROUGH YOUR ACTIONS AND REACTIONS.</p>	<p>TAKE RESPONSIBILITY FOR OUR ENVIRONMENT:</p> <ul style="list-style-type: none"> • PUT ALL YOUR LITTER IN THE BIN • KEEP THE CLASSROOM, CORRIDORS AND SOCIAL AREAS TIDY • DO NOT GRAFFITI OR DEFACE SCHOOL PROPERTY • TIDY AWAY AFTER LUNCH 	<p>BE IN THE RIGHT PLACE AT THE RIGHT TIME.</p> <ul style="list-style-type: none"> • PUNCTUALITY IS A VITAL LIFE SKILL • MAKE A PROMPT AND PURPOSEFUL START TO EVERY LESSON • MAKE SURE YOUR BASIC EQUIPMENT IS OUT STRAIGHT AWAY SO YOU ARE READY TO LEARN
<p>NEVER BEHAVE IN A DISRESPECTFUL, DISCRIMINATORY OR DEROGATORY WAY TO ANYONE IN OUR SCHOOL OR WIDER COMMUNITY.</p>	<p>LINE UP CALMLY AND QUIETLY. WALK ON THE LEFT-HAND SIDE OF CORRIDORS AND STAIRS. FOLLOW THE ONE-WAY SYSTEM IN SCHOOL. WALK CALMLY AND WITH PURPOSE.</p>	<p>FOLLOW THE TEACHER OR PEER WHO IS TALKING TO DEMONSTRATE THAT YOU ARE ACTIVELY LISTENING.</p>
<p>USE APPROPRIATE TONE, VOLUME AND LANGUAGE.</p> <ul style="list-style-type: none"> • BE OBVIOUSLY KIND. 	<p>WEAR YOUR SCHOOL UNIFORM CORRECTLY AND WITH PRIDE:</p> <ul style="list-style-type: none"> • SHIRTS TUCKED IN / SKIRTS POLICY LENGTH • CORRECT FOOTWEAR • NO JEWELLERY / NAILS / MAKE UP 	<p>TRY HARD IN LESSONS - BE THE VERY BEST VERSION OF YOURSELF.</p>
<p>VISIBLY SHOW YOUR RESPECT:</p> <ul style="list-style-type: none"> • ADDRESS STAFF AS SIR / MISS • SAY GOOD MORNING / GOOD AFTERNOON TO EACH OTHER • SAY PLEASE & THANK YOU • STAND & BE SILENT WHEN STAFF ENTER THE ROOM • FOLLOW INSTRUCTIONS - DO AS YOU ARE ASKED THE FIRST TIME YOU ARE ASKED • RESPECT PERSONAL AND SCHOOL PROPERTY • HOLD DOORS OPEN FOR EACH OTHER 	<p>MOBILE PHONES SHOULD BE TURNED OFF BY 08:30 AND STORED IN LOCKERS OR BAGS. NOT ACCESSED UNTIL YOU ARE OUT OF THE BUILDING THEY SHOULD NOT BE VISIBLE DURING THE SCHOOL DAY.</p>	<p>BE PREPARED AND EQUIPPED FOR LEARNING. WORK HARD AND COMPLETE ALL TASKS, INCLUDING HOMEWORK, TO THE BEST OF YOUR ABILITY.</p>
<p>USE TOILETS AT BREAK OR LUNCHTIME TO AVOID DISRUPTION TO LEARNING.</p>		<p>USE TOILETS AT BREAK OR LUNCHTIME TO AVOID DISRUPTION TO LEARNING.</p>
<p>EXCELLENTIA PER FIDEM, PER SCIENTIAM, PER ADIUVATUM</p>		

SCHOOL ROUTINES

At St Wilfrid's we have consistent, whole school routines that support our pupils to understand expectations, manage anxieties, and mentally and physically prepare themselves for their day.

This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume pupils know them. We continuously reflect on how we support our pupils to adapt to changes in routines and how we prepare them for changes, as this is an important life skill.

For details of our school routines, please see Appendix 2.

SECTION 3: PRAISE

We have a deep commitment to developing the character of our pupils and celebrating the whole child.

We have a range of ways in which we recognise and celebrate our pupils. Including displaying pupils' work and using verbal and written feedback and acknowledging pupils' achievements.

More formal ways to recognise achievement and progress include:

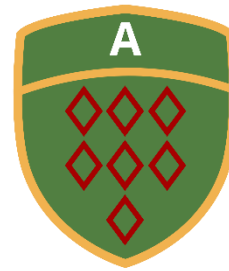
- **Achievement Points:** Class teachers and form tutors award Achievement points (credits) in recognition of positive behaviour or excellence. Staff should aim to issue 5 achievement points per class per week.
 - Staff record all achievement points in 'Arbor', our online information system.
 - Achievement points are recorded on Arbor in line with the St Wilfrid's Way, recognising where pupils demonstrate **Respect, Responsibility or Resilience**.
 - Parents can view all behaviour points, both positive & negative issued through the 'Arbor App'.
- **Excellence Awards:** Rewards are also available, in the form of 'Excellence awards' for significant achievement and/or effort in relation to the individual pupil's previous norms.
- **Praise Postcards:** Certificates and department commendation postcards are sent home for effort and outstanding work.
- **Star of the Week:** Tutors have a 'star of the week' and this success is celebrated.
- **Achievement Assembly:** At the end of the term, achievement assemblies recognise work done well by awarding certificates and prizes.
- **Awards Evening:** An annual awards evening celebrates the successes our pupils accomplished throughout the academic year.

School Colours

We have a deep commitment to developing the character of our pupils. Our aim is to allow each of our pupils to grow into the incredible individuals we believe God is calling them to be.

We are immensely proud of our pupils: proud of their achievements, talents and commitment to not only their study, but to their extra-curricular activities and interests. It is important for us to recognise outstanding academic achievement, but also to acknowledge the amazing work our pupils do in the local community and parishes, our school community and their dedication to sport, drama, music and other activities.

- We ask our pupils to demonstrate their ‘excellence’ by collating their achievements and contributions towards ‘faith’, ‘learning’ and ‘support’ into a portfolio of evidence.
 - Faith/Fidem: Each of us is made in God’s image, we want to inspire pupils to grow in their love of God, so they are able to maximise their true potential through positive faith and character formation.
 - Learning/Scientiam: Seize with passion and enthusiasm, the many opportunities to excel in their studies, sport, music and the arts. Be inspired to achieve so that their talents and skills can enrich the lives of all.
 - Support/Adiuvatum: ‘Love one another as I have loved you’. We are called to a life of loving service to their wider community so that we can build the Kingdom of God in our midst.



- Pupils who achieve School Colours are awarded with a tie and a pin badge:
 - The one strand tie is presented to pupils who are awarded School Colours in one of the three elements of our school motto.
 - The two strand tie is presented to pupils who are awarded School Colours in two of the three elements of our school motto.
 - The three strand tie is presented to pupils who are awarded School Colours in all three elements of our school motto.
 - A pin badge relevant to the element they have achieved is also presented.
- Pupils in Year 8 and above can achieve School Colours. We encourage our pupils to seek opportunities to stretch themselves and find reward in working towards a goal which requires dedication to achieve.

SECTION 4: SUPPORTING OUR COMMUNITY

A key priority for St Wilfrid's is to ensure that all members of the community feel fully supported in managing behaviour across the school.

Support for our pupils

In order to support pupils to manage their behaviours, the following supportive mechanisms may be put in place where appropriate:

- **Mentoring:** Mentoring opportunities from significant adults [Tutors, HOH, HOD, SEND team], designed to support a child to understand their behaviours and common triggers and guide them to making better choices.
- **Class based interventions:** Intervention support from teachers to allow guide pupils how to regulate themselves.
- **Bespoke intervention:** For specific difficulties which may include additional support in class, small group or individual work.
- **Behaviour Reports:** Reports are used to support the monitoring and management of a pupils' behaviour. Regular and consistent check-ins with a designated member of staff also allow for individual guidance and mentoring.
- **Pastoral Support Plans (PSP):** Designed to support our most vulnerable pupils [SEND plans, EHCP, Behaviour improvement plan, Pupil in the news, HOH reports] with intensive and targeted support.
- **Behaviour Panel:** To facilitate dialogue with all stakeholders around support for positive behaviour when other strategies have failed.

Support for our pupils with SEND

Nationally, children with SEND are more likely to be excluded, both for a fixed period and permanently, than those who do not have SEND. There is evidence to suggest that some behavioural, emotional and social difficulties can be associated with both literacy difficulties, language impairment and communication and interaction difficulties.

As a school we aim to ensure that all children with SEND are supported to overcome any barriers that they may have in meeting our expectations.

Therefore, in addition to the support outlined above for all pupils, additional support for SEND pupils may comprise of:

- **Support Plans:** individual overview of each pupil and their needs and the strategies that teachers should use to support pupils accessing learning and positive behaviour.

- **Reasonable Adjustments:** individual support plans outline reasonable adjustments to support positive behaviour and help pupils regulate their emotions in lessons. Pupils may have:
 - **an identified key adult**
 - **Time out card:** A time out pass may be issued as part of a SEND plan, by the SENDCo. These allow a child to step outside of the classroom for 3-4 minutes to regulate. Use of the card should be regularly reviewed. Any improper use of the card should be reported to the SENDCo.
 - **Regulation strategy:** such as a 'fidget' item.
- **Enhanced family communication:** parent/carer and pupil voice are at the centre of our offer, contributing to individual pupil support plans. The SEND department has regular communication with families and communicates any changes to school routines that may impact the pupil
- **In-class support:** teaching assistants are deployed to support identified pupils, enabling in-class interventions and specific regulatory strategies to be deployed in the classroom, on a 1-1 or small group basis.
- **Behaviour, Social and Emotional Interventions:** social and emotional interventions work towards developing independence so that pupils can meet their own needs over time. For example- social development programme and preparing for adulthood.
- **Calm Start:** a small number of pupils with SEND start their day in the wellbeing room. Calm Start provides these pupils with structure and support to help regulate their emotions at key transition points in the school day. During this time the pupils complete PREP.
- **Use of the Wellbeing room:** dedicated supported safe space in school for pupils with SEND [such as pupils with sensory needs who may use it if they are experiencing sensory overload] or Mental Health Wellbeing needs. This space is coordinated by the SENDCo, and pupils access this space in an agreed format to minimise disruption to learning. Specialist SEND and mental health wellbeing support is available alongside a focus on completing work provided by the pupil's teachers.
- **Access to specialist support:** counselling (in school and external referrals), emotional resilience team, South Tyneside inclusion service, school nurse etc.

Support for our families

Families are trusted partners at St Wilfrid's and we recognise the challenges that they also face when a child is struggling to regulate their behaviour. Working in partnership is essential to ensure that efforts to manage behaviour have the greatest chance of success. We aim to work together in partnership through:

- **Regular communication:** school to communicate with parents regularly to share updates around the development of their child both with the positive aspects of school life and areas of improvement or concern
- **Sharing effective approaches:** parents openly share insights into child's development, experiences and what the child responds to

- **A joint approach:** encouraging parents to share in and be part of a clear plan for behaviour improvement; utilising their expert knowledge of their child to help develop the action plan
- **Arranging Early help:** school can adopt an 'Early help' approach with families, working with school and other professional agencies which may include our attendance team, SEND team, Pastoral Team or through Early Help support.

Support for our staff

We recognise that ensuring effective support for our staff is vital to ensuring that behaviour is managed effectively across the school. Support includes:

- **Staff Development:** training, coaching and mentoring teachers to develop their knowledge and skills
- **Feedback:** class observations; including feedback and strategies for teacher development.
- **Sharing best practice:** opportunities to share good class practice within department or wider school community, or through team teaching.
- **In-class support:** targeted use of support within the class, such as a Teaching Assistant, enabling individualised strategies to regulate identified pupil[s]
- **Restorative conversations:** between pupil and teacher or pupil and pupil to break down barriers to better behaviour and repair relationships
- **Wellbeing support:** available to all staff using internal strategies. External support is also available through BCCET and The Road Centre

SECTION 5: MANAGING BEHAVIOUR

STRATEGIES TO PROMOTE GOOD BEHAVIOUR

At St Wilfrid's we take a proactive approach to supporting our pupils to demonstrate positive behaviour both in and out of lessons. Quality first teaching strategies are used to ensure a calm and supportive environment where all pupils are able to learn. These strategies include:

- **Being a source of safety:** using voice, tone, facial expressions and body language to provide security
- **Having clear, consistent routines:** our established structures and routines, both in and outside of the classroom, ensure predictability for pupils
- **Modelling:** the behaviours we expect to see. Our staff arrive punctually at lessons and are ready to welcome pupils into the classroom
- **Knowing our pupils well:** being aware of any additional learning needs, social and emotional needs and potential triggers for stress. Our staff make an effort to get to know pupils by listening to them, learning about their interests, qualities and strengths
- **Making learning accessible & challenging:** adapting teaching to ensure that all pupils can access the learning and are challenged appropriately
- **Use of praise and positive reinforcement:** related to the three key concepts of our behaviour curriculum – respectful, responsible and resilient

Where pupils display behaviours that don't support our St Wilfrid's Way behaviour curriculum, our staff support them in correcting their behaviour by:

- Focusing on the primary behaviour issue and avoiding getting caught up with secondary behaviour
- Enabling pupils to focus on the here and now without diverting attention to issues that cannot be immediately resolved
- Deploying de-escalation techniques to avoid further dysregulation of the pupil
- Revisiting classroom expectations, giving clear guidance, instructions and reminders, teaching and modelling expected behaviours
- Considering adaptations to the learning environment such as a movement of seats, additional scaffolding, or one-to-one check ins
- Using restorative conversations to support understanding of needs or barriers and ensuring that learning takes place following a conflict to make changes going forward

RESPONDING TO MISBEHAVIOUR

For the vast majority of situations, behaviour is managed effectively using the strategies that promote good behaviour and initial strategies employed by the classroom teacher or member of staff.

However, once all of these strategies have been exhausted and the pupil is still failing to comply with our expectations then further measures will be taken to manage the misbehaviour to limit disruption and support children to meet our expectations. The following consequences will be applied to enable the pupil to reflect upon and learn from the behaviour incident.

Natural consequences

We use natural consequences to help educate children about their behaviour. This is often best carried out immediately, typically on the same or next day. In some instances, this may need to occur after a child has become better regulated and is able to reflect upon their behaviour, allowing them to fully participate.

Key Concept	Respectful	Responsible	Resilient
Rationale	Being respectful is a fundamental part of our community and expectations.	We encourage every child to value our community and our environment.	Resilience is most closely linked to behaviour in the classroom.
Examples of misbehaviour include but are not restricted to.	Being rude / insolent to a member of staff. Running away from staff. Using unkind words to peers. Using inappropriate language.	Out of bounds. Dropping litter. Misuse of mobile phone. Leaving food in cafe area. Lack of equipment / Planner Arriving late to lessons. Uniform infringements.	Failure to complete work Failure to complete Homework Poor effort Talking Distracting others Not engaging in learning.
Immediate response: this should suffice in most cases. The aim is to get the pupil to conform.	Calmly articulate to the child that their behaviour is perceived to be disrespectful. Give them an opportunity to reflect, understand and apologise.	Where a child fails to do this, we must first acknowledge with the child that their behaviour is irresponsible and give them an opportunity to correct this.	If a child is not showing resilience, we must do the following: <ul style="list-style-type: none"> • Teach • Non-verbal reminder • General reminder • Personal reminder

			<ul style="list-style-type: none"> Warning
<p>Consequence [if behaviour is not corrected]</p>	<p>If the child has not corrected their behaviour, the member of staff will arrange a suitable consequence such as, but not limited to:</p> <ul style="list-style-type: none"> Detention (Break, Lunch, After school) Phone call home Community Service Repetition of poor-quality work Letter of apology Removal of privileges <p>Please write details of the consequence in the pupil’s planner, including time & location. Please record the behaviour in Arbor.</p>		
<p>Consequence [repeated pattern of behaviour]</p>	<p>If repeated instances of behaviour issues for one pupil are logged, this will be picked up by the Pastoral Team.</p> <p>Behaviour points logged on Arbor will be monitored daily and weekly for further action where appropriate.</p>		

Examples of Typical Consequences include:

Community Service Consequence

Where a pupil has failed to be responsible, we ask teachers to organise a simple lunchtime consequence that sees the pupil contribute to the community in some way. This can be organised by individual teachers or coordinated at department level.

Examples might include:

- Cleaning desks [for example if they have not respected the learning environment]
- Picking up litter
- Helping a teacher
- Tidying a cupboard
- Helping with a display
- Gardening
- Supporting the site team

Class teacher consequences

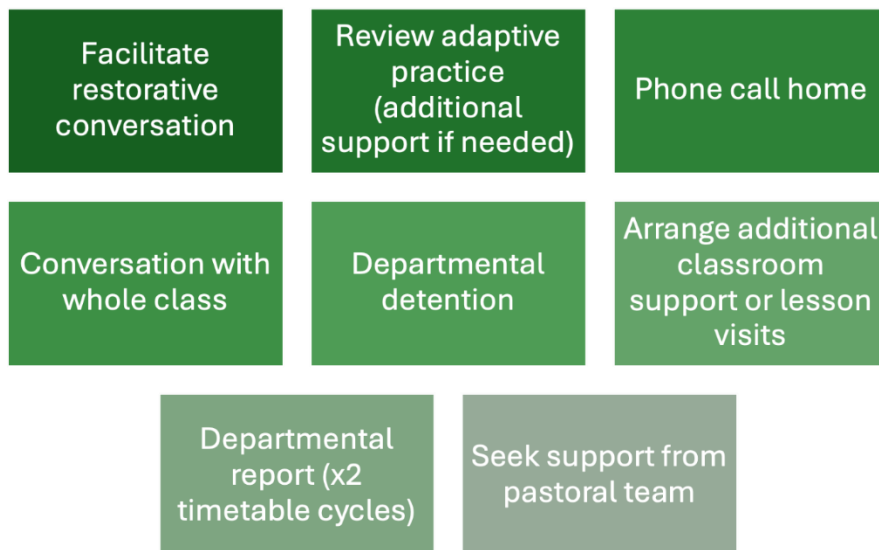
When a pupil fails to respond to a teacher's efforts to manage their behaviour effectively in the classroom, the teacher should follow the range of consequences outlined below. These should be applied in sequential order, providing an opportunity between each one for the child to comply.



Departmental additional support

When a classroom teacher feels that they have exhausted the consequences outlined above, then they will likely need additional support from their department to help them to manage a situation more effectively.

Departments can employ a range of support mechanisms outlined below.



Collegiate Support

Departments and teachers across school should work as a team. We ask colleagues to provide support to one another to ensure there is capacity to support everyone that needs it.

As such, we ask that:

- All teachers teach with their doors open wherever practical
- All leaders [SLT, HODs, HOHs, LPs etc.] regularly walk their department / school to monitor behaviour in their area and offer support if required.
- All departments have a department support timetable / arrangements in place to support staff should a pupil require removal from a lesson.
- All teachers within a curriculum area take responsibility for the behaviour and standards in that area.

Department Support Timetable

- All department areas should operate a support timetable
- This should be coordinated by HODs and displayed visibly for all staff
- Staff / classrooms should be identified for support if it is required
- Departments should consider proximity and geographical spread. If needed more than one room should be identified. This can include Departmental workspaces, where available
- Pupils should not be 'sent' to another room but should be escorted by the class teacher to a room in close proximity to their classroom to ensure pupils arrive and instructions for work are communicated to the teacher
 - This should be a brief instruction taking a short period of time
 - The remaining class should be given clear instructions and a task to complete in the meantime
 - If the teacher judges that it is not safe to leave the class unsupervised for a moment, then they should call 'Teacher on Tour' and wait for support
 - Arrangements should be made for a follow-up conversation with the pupil

Lunchtime Groundings [Pastoral]

Where a pupil is being monitored by the Pastoral Team due to instances such as lesson absconding, being on report etc. they will be placed on lunchtime groundings as a sanction to remove them from social times. This will be in Room 300.

These will be monitored and organised by the Pastoral Team.

Pupils will report straight to the room at the start of lunchtime and will be supervised during this social time.

This will either be a classroom-based activity or a group community service activity if appropriate.

Pupils will be on 'last dinners' when on groundings, or lunch will be brought to them.

After School Detention [Pastoral]

This will be staffed by pastoral and SLT in response to repeated negative behaviours and be based in Room 300 / 301.

The detention should be formal, and pupils will be expected to sit in silence. Detentions will be monitored by the Assistant Headteacher[Pastoral & Praise] and failure to attend will result in a Friday night SLT detention.

All detentions will run for 30 minutes.

If a pupil receives more than one detention, then it will run for 60 minutes.

- Failure to attend any detention will result in the pupil being collected the next afternoon to complete the detention and communication with parents by telephone
- Failure to attend this second opportunity will result in a Senior Leadership detention on a Friday evening after school for 90 minutes

During the detention pupils will work in silence on the relevant section[s] of our behaviour curriculum. In certain circumstances pupils may be taken to complete community service with staff members depending upon the reason for their detention.

RESTORATIVE CONVERSATIONS

It is crucial that as part of our relational approach, we do not merely apply consequences to pupils without ensuring that they have fully reflected on their behaviour and the potential impact that the situation may have had on all involved and in the vicinity. Restorative conversations are particularly important in ensuring that relationships are not damaged and that a return to focusing on learning is achieved. To support staff to hold restorative conversations a scripted restoration is exemplified below.

Example script:

- Start by recognising their feelings and showing some empathy [if necessary & relevant]
- What happened?
- How did it make... feel?
- How do you feel?
- How can we fix this?
- What would you do differently next time?

Moments of Crises and Harm Caused

We recognise that responding to children who are unable to manage their feelings and communicate their words is significantly challenging. Using specific terminology helps support consistency.

Phrases for a pupil in crisis

- I noticed you are...
- The part of The St Wilfrid's Way ... that you are not following is. You have chosen to [consequence of continued behaviour]
- Do you remember last week when you... That's what I need to see today. Thank you for listening.

Naming harm

- You did... and that is wrong
- It makes me feel disappointed [hold silence]
- I know that you don't want to be doing those things. I want to see... What do I want you to remember?

We know that sometimes we have to simply ensure that children know that the way they have managed their feelings and communicated their words has been wrong and that it has had an impact.

Reflection

We believe that it is important for our pupils to clearly link a specific behaviour with its consequence. We do this using restorative language. There may be times when a pupil requires additional reflection time. After this reflection, we aim to repair and restore the staff – pupil relationship and any other harm caused to others.

We praise their behaviour at the first opportunity to reduce the attention from negative behaviours.

We reflect and review what has happened and identify if there was anything that could have been done differently to support the child to manage.

Reparation

Reparation means repairing relationships. We believe pupils should always be given the opportunity to repair. Often too much focus on a punishment focuses a child's anger on the punishment, rather than thinking about the impact of their behaviour on others and learning from the incident.

Fresh Start

By following this approach there is a clear intention to ensure every lesson is a fresh start for the pupil. When returning to the classroom, it is imperative that they feel welcomed and that previous poor choices are in the past.

SPECIFIC BEHAVIOURS & CONSISTENT RESPONSE

Uniform

Uniforms should be checked every morning in Tutor Time and as pupils enter and leave every classroom.

During Tutor time Tutors should:

- Check all pupils have the correct uniform
 - Send any pupil missing shoes / blazers to Wellbeing to borrow a replacement
 - Any pupil arriving at Tutor Time in incorrect uniform that cannot be immediately rectified should be highlighted to HOH via Arbor using the Uniform Alert with a narrative as to what the issue is
 - This should only be a uniform issue that cannot be resolved at the Uniform Store in school
 - 6th form pupils wearing incorrect uniform will work with Head of Year for the day, losing any free time they may have. Parents will be requested to deliver correct uniform to school for them to change into
- Check for pupils wearing makeup
 - Pupils wearing makeup should be given a makeup wipe to remove this.
 - Repeat offenders should be followed up with a phone call home from tutors in the first instance
- Check for Jewellery
 - Any pupils arriving at lessons wearing jewellery should have this confiscated by the class teacher and placed in a sealed envelope, write the name and tutor group of the pupil as well as the items in the envelope and hand it in to the Head of House
 - Pupils can collect any confiscated items from Heads of House at the end of the day, who will make note of repeat offenders who will receive a phone call home. Further collections from the same pupil will result in loss of social time with the Pastoral Team
 - 6th form pupils are permitted to wear one small pair of studs

Mobile Phones

Mobile phones are permitted to be used before school and when leaving the building at the end of the day. They should not be used or seen at any other time of the day. 6th form pupils are permitted to access their mobile phone in the 6th form cafe area only. They should not be visible in the main school building.

- If pupils are seen to be using mobile phones at other points in the day, they should be told to switch the phone off and store it in their pocket / bag
- If a pupil continues to cause disruption in the lesson with their phone, at this point the phone should be confiscated from the pupil, taken to their Head of House office and placed in a sealed envelope with the pupil's name on it
- Pupils can collect these from their Head of House at the end of the day in the cafe

Headphones / Earbuds

- Headphones / Earbuds are permitted to be used before school and when leaving the building at the end of the day
- In the 6th form, pupils are permitted to use them in the 6th form Cafe area only. They should not be visible in the main school
- If pupils are seen wearing headphones / Earbuds at other points in the day, pupils should be asked to remove them

Absconding

If a pupil absconds [leaves a lesson without permission] then the Teacher on Tour alert should be used to allow that staff member to collect that pupil.

The pupil will be taken back to class to allow the situation to be resolved. The goal is for the pupil to be in their allocated lesson with their allocated teacher.

- If this is not achievable the 'Teacher of Tour' will make a safe, alternative arrangement, such as housing the pupil in the ISC, an SLT/ HOH office or Wellbeing Area, to ensure the pupil is supervised whilst the situation is resolved, and the pupil can be regulated & returned to learning.

Repeat offences will be monitored by the Pastoral Team and interventions will be put in place to support both the classroom teacher and the pupil in line with the strategies highlighted earlier in the policy.

Leaving site

Once at school, pupils are not allowed to leave the site unless collected/ organised by a named parent or carer and authorised by a member of the Pastoral Team or SLT. Pupils must remain in their designated areas at all times. This is to ensure that we can safeguard all of our pupils.

All pupils should be dismissed to the nearest exit at the end of the day. Staff should sweep pupils from their classroom ensuring a calm and orderly end to the school day.

Sixth Form pupils are permitted to leave site at lunch time. They must sign out at Sixth Form reception when they leave site and must sign in upon their return.

Pupils attending St Joseph's for Sixth Form lessons must follow sign out procedures prior to travelling to St Joseph's and must sign in at Sixth Form lessons when they return.

Sixth form pupils must not sign out for any other reason without prior consent from their HOY.

Behaviour Off site

Pupils represent the school whether they are on or off the premises and there are circumstances in which behaviour off site will be responded to by the school.

The Headteacher will determine an appropriate legal response where any unacceptable behaviour is shown when:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether the conditions above apply or not, that:

- 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

The Headteacher and Leadership Team will consider each reported incident and deem a suitable or appropriate consequence where necessary.

At that point, a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, school staff will consider whether the misbehaviour may be linked to the pupil suffering or being likely to suffer significant harm. In that case the school staff will follow the Safeguarding Policy Guidance.

RESPONDING TO TRENDS IN BEHAVIOUR

St Wilfrid's promotes the use of data to effectively monitor and track behavioural incidents and attendance to identify trends and patterns, and to enable targeted interventions and a whole school response to emerging issues.

Whole school strategies include:

- **Behavioural Reporting Systems:** pupils identified with areas for improvement in their behaviours to work in an escalating one-to-one capacity with a designated member of staff.
 - **Tutor report** – Low level behaviours identified and supported- pupil's tutor to aid in support
 - **Assistant Head of House Report** – Escalating behaviours placed on report and targets identified
 - **Head of House Report** – Continued escalating behaviours. HOH to provide additional support and strategies to improve behaviour
 - **Senior- Teacher Report-** Persistent behavioural issues. Senior pastoral leads provide support and strategies to improve behaviour and reduce the risk of further escalating behaviour and risks of exclusion
- **Restorative Practices:** Implementing a relational approach allowing staff and the Pastoral Team to engage in dialogue with pupils and encouraging them to take responsibility for their actions, fostering accountability while maintaining relationships.
- **Social-Emotional Learning [SEL]:** Incorporating SEL programs helps pupils develop skills such as empathy, self-regulation, and conflict resolution, which are critical for building healthy relationships.
- **Mentoring Programmes:** Establishing mentorship initiatives. Staff mentor at-risk pupils providing guidance, support, and a sense of belonging, reducing the likelihood of exclusions
- **Classroom Analysis:** Monitoring pupil pairings and interactions in class
 - Reviewing of pupil settings within classes.
 - Class conferences with all teachers of specific groups to share good practice and target trends in poor behaviour

- **CPD:** Providing professional development for staff on relational approaches, including communication skills, cultural competency, and trauma-informed practices, which can enhance their ability to connect with pupils
- **Personalised Support Plans:** Developing individualised support plans for pupils at risk of exclusion can help address specific needs, involving parents, teachers, and counsellors in a collaborative approach
- **Positive Behaviour Interventions and Support [PBIS]:** Implementing PBIS frameworks promotes positive behaviour through clear expectations, rewards for good behaviour, and consistent support, reducing the need for exclusions
- **Family Engagement:** Actively involving families in the school community through workshops, meetings, and communication can strengthen relationships and provide support networks for pupils
- **Professional Partnerships:** Collaborating with local organisations and mental health services can provide additional resources and support for pupils facing challenges, helping to address issues before they escalate
- **The Individual Support Centre [ISC]:** The ISC is a facility where pupils are placed out of general circulation because of severe or repeated instances of negative behaviour; where their presence around school negatively impacts upon the learning or safety of others.
 - The ISC is a safe space within school which:
 - Supports pupils to reflect upon their behaviours
 - Provides guidance around understanding the impact of their behaviour, including bespoke education and intervention packages
 - Can help de-escalate a situation that might lead to suspension or exclusion
 - Ensures continued access to the curriculum

SERIOUS INCIDENTS

In rare instances a pupil's behaviour will be such that it causes a serious incident. This is an incident that potentially affects the safety of a pupil or the wider school. These are dealt with at a whole school level by the Pastoral Team.

Examples of serious incidents include, but are not limited to:

- Physical assault against an adult or pupil
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

On the occasion of dealing with a serious incident staff should immediately report this to the Pastoral Team by logging a 'Serious Incident'. This will then trigger an investigation. If urgent support is required, then please contact the 'Teacher on Tour'.

Where, following investigation, a pupil's behaviour is deemed as a serious incident, the consequences for this behaviour may result in a pupil being placed in internal isolation, being excluded from school [suspension] or facing permanent exclusion.

'TEACHER ON TOUR' SUPPORT

'Teacher on Tour' support is designed to support staff in urgent situations, where pupils potentially need to be removed from circulation.

In most cases this should be after all other strategies have been implemented and the department support has been exhausted.

To ensure that the 'Teacher on Tour' can respond in a timely manner, it is important that this is reserved only for emergency situations. Staff should always aim to deal with their own behavioural issues in the classroom using the principles outlined in this policy. Overuse of the facility will impact on the Tour Teacher from responding to a situation in a timely manner.

Teacher on Tour should not be used as a threat to pupils: this only serves to undermine the members of staff's own authority to deal with their behaviour.

Teacher on Tour will also be used to support staff in praise of pupils and to check in with teachers.

Teacher on Tour is not:

- An alternative to teachers dealing with their own behaviour
- An alternative to departmental support
- A reporting system in itself
- A non-urgent information sharing system

If Teacher on Tour is called for, then the member of staff on tour will determine the next steps for the pupil involved and whether they return to the class or not.

In all instances the classroom teacher will be expected to apply an appropriate consequence and enable the pupil to have a fresh start in the next lesson in line with principle 3 of our policy.

SEARCHING, SCREENING & CONFISCATION

Searching can play a critical role in ensuring that St Wilfrid's is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff are authorised to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Energy Drinks
- E-Cigarettes / Vapes
- 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 to cause personal injury to, or damage to property of any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item, if the pupil agrees. The members of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

When exercising their powers, St Wilfrid's will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs & Disabilities (SEND) and making reasonable adjustments that may be required where a pupil has a disability.

The role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff:

1. Only the Headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the Headteacher can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, as set out above.
2. In the absence of the Headteacher, a member of the SLT and/or the designated safeguarding lead (or deputy/ies) can authorise individual members of staff to search for specific items, as set out above.
3. Members of staff should immediately involve the Headteacher, SLT, designated safeguarding lead (or deputy/ies) without delay if they believe that a search has revealed a safeguarding risk.
4. If the Headteacher, SLT, designated safeguarding lead (or deputy) find evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching

The member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve or have had a previous distressing experience of being searched

During a Search

Where: An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises, or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who: The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search.

The Extent of the Search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing, other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has, or appears to have control - this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

After a Search

Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ies) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the pupil is suffering, is likely to suffer harm and/or whether any specific support is needed.

Where this may be the case, staff will follow the school's child protection policy and speak to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Recording Searches

Any search by a member of staff for a prohibited item should be recorded in the school's safeguarding reporting system – CPOMS – including whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a

safeguarding response if required. The member of staff recording the incident on CPOMS will need to include the following after each search:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

Informing Parents

Parents should always be informed of any search for a prohibited item, listed above, that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

- poses a risk to staff or pupils
- is a prohibited item
- is evidence in relation to an offence.

INTERNAL ISOLATION, DIRECTION OFF SITE & SUSPENSION

In deciding on the nature of a consequence, the school will be guided by the evidence, in relation to the balance of probability.

This means that a pupil may be given a consequence for an action/involvement in an incident that they deny.

We will always conduct a thorough investigation and, when deciding the nature of consequence for a more serious incident, previous behaviour/information will be taken into consideration.

Internal Isolation

Our Individual Support Centre [ISC] is a dedicated space in school for restorative work to take place.

Pupils will be reminded of our high expectations and are supported to be reintegrated into their lessons.

Pupils will begin their day at 8.30am and their day will end at 4pm. In most instances pupils and parents will be notified of this placement the day before.

Activities in the ISC include:

- Restorative conversations with staff where issues have occurred
- Targeted restorative work focusing upon specific issues a pupil is having
- Subject-specific work in line with the curriculum provided by a pupil's class teacher

The ISC is also used as a space to remove pupils from general circulation whilst an investigation is conducted by the Pastoral Team following a serious incident. If a pupil is placed in the ISC during the school day for this reason, they will end their day at the usual time.

Refusal to attend the ISC will likely result in a suspension from school, in conjunction with communication with parents.

Direction off-site

In some instances where an additional support is required to improve a pupil's behaviour, the school may consider direction off site to another education setting.

For short term placements this usually means that a pupil is placed in the internal isolation facility in another school to work on specific behavioural issues.

Suspension

Suspensions are issued in response to serious incidents, persistent issues or failure to comply with our staged behaviour procedures.

External suspension involves the pupil being removed from school for a period of time.

Suspension is used when all other strategies have been attempted and have proved unsuccessful; or where deemed appropriate in response to a serious incident.

The length of a suspension is determined on an individual basis by the Deputy Headteacher [Behaviour & Safety] and the Headteacher.

Ultimately, the Headteacher will make the final decision on any suspension.

Reintegration

- After any suspension parents will be required to attend a reintegration meeting with the school
- This marks a fresh start for the pupil and supports a smooth reintegration into school
- During the reintegration targets for the pupil are appropriate support is agreed
- Minutes are taken at all reintegration meetings and records kept by the school
- Failure to meet the agreed reintegration targets puts the pupil at risk of further consequences

PERMANENT EXCLUSION

The decision to permanently exclude a child is a serious one. This decision would be considered in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing pupils to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When the decision to permanently exclude a child is made, parents and carers will be notified immediately wherever possible.

If a pupil has a social worker, is looked after or has a youth offending worker, the social worker, virtual school head and member of the youth offending team will be notified.

The local authority is notified immediately.

Further guidance on suspensions and exclusion can be found in the school's Suspension and Exclusion Policy.

SECTION 6: RECORDING BEHAVIOUR

Recording behaviour

Recording behaviour is simply that, it is not dealing with the behaviour. Pupils should not be threatened with incidents being recorded. The main purpose of recording behaviour is to allow leaders to track and address any trends.

Consistency of recording is key to enable the Pastoral Team and leadership to analyse and intervene with pupils in a proactive and timely manner. Behaviour incidents should be logged in Arbor linking the behaviour to our St Wilfrid's Way and making it clear which expectation [Respect, Responsibility, Resilience] is not being met.

A narrative should be added by the classroom teacher using professional, non-judgmental, unemotive language. It should also be clear how the staff member has dealt with the behaviour incident.

Record	Category	Specific Behaviour
Praise	Respect	Showing care and consideration for the school community Good manners Being obviously kind
	Responsible	Accepting and responding to feedback Being responsible for our environment
	Resilient	Excellent effort during classwork Excellent effort on homework Being fully equipped for learning Excellent punctuality
Behaviour	Respect	Failure to follow instructions Lack of consideration for the school community Being unkind Verbal Abuse / Swearing
	Responsible	Dropping Litter Mobile Phone Misuse Uniform issue Damage to school environment Failure to follow instructions
	Resilient	No Homework No equipment Talking in Class Poor effort in class Late to lesson Late to school

Specific Issue	Absconding	
	Serious Incident	Fighting Swearing at a member of staff Racist Language Discriminatory Language Persistent defiance

SECTION 7: POLICY IMPLEMENTATION: ROLES & RESPONSIBILITIES

In line with our mission as a Catholic school to support families with the education of their child, all members of our school community have a responsibility to shape the culture for behaviour within our school and reinforce the high expectations we have of all pupils.

Families

- Reinforce the expectations that the school has for all pupils at home
- Engage positively with the school when they contact you regarding your child
- Address any concerns directly with the school, and not through pupils or social media

Pupils

- Always be committed to being the best version of yourself you can be
- Follow the St Wilfrid's Way in the classroom and in all other spaces including to and from school. Always adhere to the St Wilfrid's Way
- Acknowledge when you have got something wrong, apologise, accept any consequence gracefully and learn from your mistake

All Staff

- To be a presence around school, being at classroom doors / on corridors at the change over of lessons, meeting and greeting pupils as they arrive or encouraging them to move along quickly to class
- Maintain our Catholic values in every interaction we have with members of the school community
- Take responsibility for the discipline of pupils as they travel along the corridors and around school as well as in the classroom
- Treat pupils fairly and consistently
- Act as role models in their professional conduct
- Expect high standards of work and behaviour
- Challenge pupils who do not meet expectations, e.g. ask to put their blazer on, remove jewelry, etc. in line with our behaviour principles
- Ensure every lesson is a fresh start for pupils
- Implement the school's system for rewards and behaviour
- Enlist the support of other staff and parents / carers where appropriate and in accordance with this policy
- Participate in relevant professional development
- Read, understand and follow all procedures connected with the Behaviour Policy

The Classroom Teacher

- Apply a range of classroom strategies consistently
- Use appropriately to award positive and negative points to pupils during lessons
- Record all serious behaviour incidents on Arbor– a resolution MUST be included
- Use “Teacher on Tour” and Room Removal only as a last resort, when all other measures have failed or the incident is seen as significantly serious
- Refer any concerns to the Head of Department and work with them to develop the strategies applied to reach a resolution
- If a pupil reaches the stage of having to be removed from a lesson, follow the departmental support system and escort the pupil to the room with work
- Not allow pupils out of lessons except with a valid reason, and then only with a pass
- Implement consequences and rewards following the Behaviour Policy
- For ISC placements, set appropriate work and collect the work from the ISC at the end of the day
- Contact home to inform of positive behaviour
- Contact parents when necessary, updating the Head of House of contact made, where appropriate

Teaching Assistants and Support Staff

- Assist in maintaining a positive and well managed environment
- Be fair and consistent when dealing with pupils
- Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour
- Refer pupils whose behaviour gives cause for concern to the classroom teacher, Head of Department or Head of House

Head of Department / Lead Practitioner

- Take responsibility for the positive ethos and climate within their departmental area
- Deal with day-to-day incidents within their department
- Monitor and track behaviour incidents across the department, supporting teachers within their team to maintain discipline and follow up on incidents
- Ensure that all staff, new teachers, ECTs and visiting teachers are familiar with the Behaviour Policy, with regard to both rewards and consequences and roles and responsibilities

- Ensure that class teachers maintain ownership of issues in their classroom while being supported to achieve a resolution
- Review the curriculum and pedagogy of delivery to ensure that strategies are in place to meet the needs of all pupils
- Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with SEND, Head of House and Parents / Carers
- Ensure that teachers have the opportunity in departmental meetings to
 - discuss ‘pupils causing concern’;
 - celebrate the positive behaviour successes
 - arrange rewards as appropriate
- Place pupils on a subject report for their curriculum area
- Contact home to inform of consistent positive behaviour
- Contact parents when necessary, updating the Head of House of contact made
- Organise departmental detentions
- Provide classroom management support and training for all staff within department
- Refer pupils who continue to cause concern to Heads of House, along with notes about the actions that have already been taken and the outcomes of these actions
- Use “Teacher on Tour” and Room Removal only as a last resort, when all other measures have failed, or the incident is seen as significantly serious
- Parents to be contacted by the classroom teacher with the support of the Middle Leader
- Persistent issues to be referred to the Head of House for further support

Heads of House / Assistant Heads of House

- Ensure all tutors follow the correct procedures
- Monitor the quality of registration / PREP time, providing consistent and appropriate support to tutors
- Monitor and support tutors to maintain discipline and follow up incidents
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department and Senior Leaders to devise intervention programs for groups and individuals
- Use Arbor to monitor behaviour, attendance and punctuality
- Maintain accurate and up to date pastoral files
- Follow up referrals from tutors and Heads of Department on pupils causing concern and inform them of subsequent actions and outcomes
- Monitor pupil attendance and punctuality and devise intervention programs for groups and individuals alongside the School Attendance Officer and Assistant Head Teacher

- Ensure that all new tutors, including supply staff and ECTs, are familiar with the Behaviour Policy
- Celebrate achievements of pupils
- Deliver assemblies which make a positive contribution to the Catholic ethos of the school and promote high expectations of behaviour to reflect our moral values
- Arrange opportunities as appropriate to celebrate positive behaviour
- Visit tutor groups daily wherever possible to motivate and promote a positive attitude to learning for the day
- Implement a variety of behaviour management strategies and place pupils on report as appropriate
- Contact parents / carers by letter or telephone within 48 hours of contact being made
- Arrange meetings with pupils and / or parents / carers
- Manage reintegration meetings following a suspension
- Liaise with Heads of Department and SEND to ensure strategies are in place for supporting pupils with specific learning, emotional and / or behavioural needs
- Make referrals to other agencies
- Introduce a pastoral support programme for pupils whose behaviour gives serious cause for concern
- Ensure that all behaviour and incident logs are kept up to date
- Inform SLT with regard to behaviour data and trends
- Place pupils in the ISC when there has been a serious breach of the school's code of conduct
- Refer pupils to:
 - o the Assistant Headteacher when a range of interventions have failed to modify pupil behaviour
 - o the Deputy Headteacher for serious or persistent incidents
- Attend line management meetings with the Assistant Headteacher and Deputy Headteacher and lead on strategies for effective behaviour management
- Monitor Arbor data to look at behaviour logs, attendance and punctuality data, with a particular focus on more vulnerable pupils, e.g. FSM, CLA, PP.
- Respond appropriately to this data ensuring that additional support is in place if needed
- Plan and supervise the reintegration of pupils into mainstream lessons
- Liaise with parents, and when appropriate, outside agencies and providers
- Respond appropriately to potentially disruptive incidents, apply sanctions, contact home, etc

SENDCO

- Oversee the provision for all pupils with emotional and behavioural needs in line with the SEND Code of Practice, including language needs
- Ensure the SEND team provides relevant information to staff on pupils' needs and provision made
- Monitor provision within the classroom for SEND pupils
- Monitor progress of SEND pupils and minimise barriers to learning
- Liaise with subject staff and middle leaders on a regular basis to discuss Code of Practice referrals
- Encourage and ensure an appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage

Assistant Head Teachers

- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement
- Support departments and Pastoral Teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Deputy Headteacher for serious or persistent incidents
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department to devise intervention programs for groups and individuals
- Lead on creative approaches to inclusion and reducing exclusions
- Meet with parents / carers for a reintegration meeting following a suspension
- Reintegrate pupils with long term absence or post exclusion
- Implement and support the restorative approach to behaviour
- Support the Pastoral Team when SLT intervention is required
- Celebrate achievements of pupils

Deputy Headteacher

- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement
- Support departments and Pastoral Teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Headteacher for serious or persistent incidents
- Communicate regularly with staff and pupils about the Behaviour Policy

- Lead on creative approaches to inclusion and reducing exclusions and organise training on behaviour for teaching staff
- Oversee behaviour management systems within the school
- Liaise with the SEND department, Head of House, Assistant Head Teachers and all outside agencies working with the school, including counsellors and social services
- Place pupils on Deputy Headteacher Report, having liaised with the Head of House
- Place pupils in the ISC where there has been a serious breach of the school's Behaviour Policy
- Discuss with the Headteacher any fixed term suspension for the more serious breaches of school conduct
- Support Heads of House with the reintegration meetings after fixed term exclusions

The Senior Leadership Team

- Promote a school ethos where good behaviour is celebrated and poor behaviour is not tolerated
- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour Policy
- Support Heads of Department and Heads of House to maintain discipline and follow up on incidents
- Provide support to deal with serious incidents during lessons

Governors

- Annually review the school's Behaviour Policy
- Attend behaviour panel to facilitate dialogue with all key stakeholders on supporting pupils. (Will normally occur after a pupil has received a number of suspensions)
- Monitor exclusions regularly and provide a Panel / Pupil Discipline Committee to consider exclusions and permanent exclusions
- Support the school regarding pupils causing concern

SECTION 8: GOVERNORS' STATEMENT ON BEHAVIOURAL STANDARDS

The governors of St Wilfrid's R.C College wish to maintain the highest standards of civilised behaviour in the school. In achieving this end, the governors seek the support of parents and carers for the Headteacher and staff.

The governors wish all parents and guardians to know that they expect the Headteacher and staff to maintain a loving atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The governors believe that the school is blessed with caring parents and guardians and well-behaved, well-mannered pupils. The school policy is to encourage this positively by encouragement, praise and example.

The governors believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. They seek to create a caring and learning environment by:

- Promoting excellent behaviour and discipline
- Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence and bullying, which protects the well-being of the whole school community
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures, supporting the Headteacher and Staff when faced with challenging behaviour

However, the governors wish to emphasize to all parents and pupils that failure to conform to the high standards expected by all may result in permanent exclusion in certain cases. For example, if any pupil;

- Makes false/malicious accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children Board
- Steals school property or property belonging to a member of the school community
- Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy
- Is involved with illegal non prescribed drugs during the school day
- Brings an offensive weapon into school or an article that could be used as such

- Is involved in deliberate damage to school property
- Assaults a member of staff
- Swears at, or is personally insolent to a member of staff
- Makes an unprovoked physical / verbal assault on another member of the school community
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour
- Misbehaves in any way while on the Headteacher's report or whilst on a Pastoral Support Plan
- Is involved with bullying of another pupil
- Absconds from lessons and /or the school site and thereby puts themselves at risk
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community
- Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour
- Threatens, harasses or is involved in sexual misconduct towards any member of the school community
- Deliberately sets off the school fire alarm thereby disrupting the whole school community
- Uses social media or other digital communications inappropriately towards St Wilfrid's or any member of its community

The list above provides examples for which permanent exclusions may be deemed appropriate; however, it is not possible to foresee all possibilities, and permanent exclusion may result from any serious incident. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

SECTION 9: UNDERPINNING LEGISLATION & GUIDANCE

This policy is underpinned by the following legislation & guidance:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- The Health Act 2006
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2017
- Special Educational Needs and Disability (SEND) Code of Practice. 2024
- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property.