

St Wilfrid's CE Primary School



Parable of the Mustard Seed Mark 4: 30-32

"We will ensure children acquire the skills and knowledge our children need to thrive and flourish."

Behaviour Policy

Our Mission Statement is:

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Our three key values we embrace are:

Belonging, Believing and Becoming

Article 6: The right to be alive.	 unicef	Article 24: The right to healthcare, safe water, nutritious food and shelter.
Article 12: The right to give your opinion.		Article 28: The right to a good quality education, where you're encouraged to reach your full potential.
Article 14: The right to choose your own religion and beliefs.		Article 31: The right to rest and play.

Aims

Policies at St Wilfrid's CE Primary School are designed to support our ethos, aims and visions as outlined in the School Improvement Plan.

This policy aims to:

- Promote a positive Christian ethos and climate in the school in order to live out our core values of 'Belonging, Believing and Becoming.'
- Provide a consistent approach to behaviour management which permeates the whole school ethos.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline and teach how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Our approach emanates from our Trust identity, which is rooted in gospel values and the example Jesus gave to us, including our school Christian Values:



This is positive and is firmly rooted in the Christian principle of forgiveness and restoration. This emphasises the benefits for the whole school offered by shared values, responsibilities and an appropriate standard of behaviour.

Our Behaviour Foundations: (CALM SAFE SUPPORTIVE)

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff, parents and governors.
- The government suspension and permanent exclusions policy explains that these will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Pupils are supported in taking responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Manchester Exclusion Guidance and Ladder of Support.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork due to choice behaviour
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, this inc
- Child on child abuse - as identified below
- Vandalism
- Theft
- Fighting
- Vaping
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes
 - Fireworks o Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones - if phones are seen in school for any reason they may be confiscated
 - Food or drink that contravenes the school's Healthy Eating Policy

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Bullying – Including the Anti-bullying policy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- No bullying will be tolerated in school and will be dealt, using our Anti-Bullying Policy

Bullying and discriminatory behaviour

The school does not tolerate bullying of any kind. This includes the use of what might be considered as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys' etc. and would be classed as child on child abuse. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and record details of the incident/s and the actions taken (for example; parents brought in, restorative conversations and friendship groups).

All staff undergo training in identifying bullying behaviour (included in part of induction for all new staff). Reporting Cyber Bullying is part of the Computing Curriculum and reporting and recognising bullying is also part of the PSHE curriculum and included in specific Worship Times. We also reinforce how the children should interact with each other through our Character education on values.

Roles and Responsibilities

The Governing Body

The school's governors are responsible for reviewing and approving the written statement of behaviour foundations.

The school's governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation and ensuring it reflects the Christian tradition of the school.

The school's governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour foundations.

The headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

School governors are informed of any serious actions taken.

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow these simple rules to avoid incorrect choices:

- Follow the 3 school rules of: Be Ready. Be Respectful. Be Resilient
- Always consider St Wilfrid's Character Values when making a choice on their behaviour
- Follow instructions given by all staff either verbally
- Keep their hands, feet and objects to themselves.
- Use positive language, including body language.

Class teacher (including cover staff)

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved and linking to the Character Values.

The class teacher discusses the 3 school rules and values with their classes every day.

These are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. Character Values are also referred to in each lesson so that they become embedded in everything we do. With these principles in mind, the specific responsibilities of the class teacher are to:

- Greet children at the start of the day in the classroom and on the playground after break and after lunch. Class Teachers must ensure the children are in their line order (decided by the class teacher) are lining up in single file and in silence before escorting them to the classroom.
- Praise children on an individual basis, making explicit why – what rule they have followed or which Character Value they have demonstrated.
- Be consistent with reward charts across the following age phases, from Nursery to Year 6
- Be consistent with all consequences. Treat each child fairly and with respect and understanding.
- Discuss bad choices with the child, referring back to the school rules and Character values.

- Apply these principles, roles and responsibilities with their own class and around the school.
- Be a positive role model by demonstrating positive relationships with everyone in the school. Staff should also model the Character Values at all times.
- Keep a record, logging incidents of behaviour on CPOMS.
- Having followed regular procedures and consequences, seek help and advice from a colleague – other Class Teacher, Phase Leader, Senior Leadership Team.
- Liaise with external agencies as necessary, to support and guide the progress of each child e.g. M-Thrive, EP, CAMHS practitioners.
- Report to parents about the child's social and emotional aspect of school life, including behaviour and relationships.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils.

Support staff

It is the responsibility of all adults in school to support the children and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following Be Ready, Be Respectful, Be Resilience and St Wilfrid's Character Values) and positive relationships. All staff should be proactive in 'observing' pupils behaving well and celebrating about how well a pupil has behaved. Support staff should also demonstrate St Wilfrid's Character Values at all times.

Parents/Carers

Parents and Carers are expected to:

- Support their child in adhering to our school rules and to support them
- Cooperate with the school in decisions related to their child.
- Support the school's decision when applying consequences to deal with any specific incident/issue.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct:

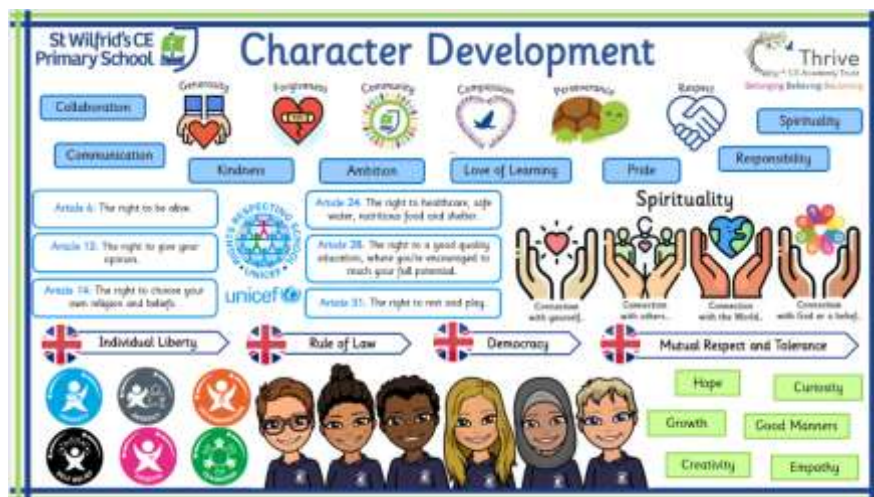
KS and KS 2: Our Learning Values

Pupils are expected to: Follow the learning values: Be Ready, Be Respectful and Be Responsible.



Character Development

In PSHE lessons, the SCARF scheme is followed: Safety, Caring Achievements, Resilience and Friendships. These lessons reinforce positive behaviour through scenario-based lessons offering children the opportunity to discuss decisions made by characters in their lesson and reflect on these. In lessons, the children are given the opportunity to reflect on their own decisions.



Rewards

Each teacher and their class should follow the Dojo system (each child is an avatar and will receive Dojo points for showing positive learning behaviours in line with our Learning Values) of reward and praise, based on the overall school principals set out in this policy.

This will include individual and class rewards and, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequence for the good choices, good behaviour, demonstrating Character Values that children show are:

- Lining Up Cup: The Support Staff Team reward the class who has impressed them the most by lining up promptly and quietly every day over the past week.
- Regular verbal feedback and praise to reinforce positive behaviour is provided.
- TT Rockstars – Mrs Melody recognises the top scorers from the score boards as well as the most dedicated
- Certificates, praise points and values – achieved for milestones on Dojo.
- #Thrive Award: Teachers select a pupil to reward them for demonstrating a particular attribute consistently over the previous week. This can be selected from any of our character developments, Christian values, following of the Super Rules etc.
- Headteacher Award – Every other week (Thursdays), pupils are selected across the school to have hot chocolate with the Headteacher, having been nominated by their peers and staff. Their photo is shared on Dojo and pupils can enjoy a hot chocolate at break time. A member of the teaching, support and admin team are also selected to join this special celebratory time for supporting children to meet St Wilfrid's high expectations. They are released from their duties to join with the hot chocolate celebration that week.
- Praise post cards are sent out by members of staff at random to recognise particular efforts or achievements in any area of school life.
- Attendance Rewards

Consequences

We have incremental consequences if someone breaks a school rule:

1) A warning – a reminder about choices linked to the school rules and values. This should be discussed privately where possible so as not to draw further attention to the behaviour.

2) A reminder – A clear verbal caution, delivered privately where possible, making the child aware of the consequence if they continue. The conversation should focus on the behaviour rather than the individual and should link to the school rules and values.

“I have noticed that you are refusing to XXXXXX which isn’t Polite or Respectful to XXXXXX. You know that this will lead to XXXXXX if you continue to choose this behaviour. I know that you can do this better because I remember last week when XXXXXX. You were amazing when you did this then and do you remember how that made you feel? Because I remember and I need you to feel like that right now. I am going to go and when I come back in X minutes, I know you will make a better choice. Thank you for listening to me.”

3) If the warning and reminder is not understood, the child may be moved to a different part of the classroom or given time to reflect on their behaviour at time convenient to the member of staff.

4) If the behaviour still doesn’t improve after 5 minutes, the child may be moved to a parallel class (If a Year 3 child to a Year 3/4 class). For each of the first 3 stages a restorative conversation is to be made at a time convenient to the class teacher (not during learning time). The behaviour is to be focussed on and linked to the school rules and values. The class teacher should also inform the parents on collection.



5) If the child continues their behaviour, they may be taken to the Phase Leader or another member of the SLT (at this stage not the headteacher) during break or lunchtime. The parents will be informed and will be asked to come into school to discuss the behaviour with the class teacher and member of SLT. The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part in that session, by phoning for assistance such as a member of the SLT, and having the child removed from the class. The following sanctions are used by the school and their use is characterised by both flexibility and consistency:

- Expressions of disapproval.
- Withdrawal of privileges.
- Referral to Phase Leader or another member of SLT, Deputy Head teacher and then the Headteacher depending on the nature and severity of the misbehaviour.
- Communication with parents/carers (ideally by phone prior to collection).
- Removal of break and lunchtime privileges.
- Letter of apology.
- Apologising to others personally (Restorative conversation).

- Behaviour reports/plan – Phase Leader, member of SLT, Deputy Headteacher, Head Teacher. (see Appendix 2 for an example)
- Confiscation of items
- Removal to another class (Phase Leader (or a member of SLT arrange)
- Suspension
- Permanent exclusion.

Supporting a pupil following a sanction

After a sanction or consequence, it is important that the pupil is supported to help them understand how they can improve their behaviour. The following actions should take place to help with this process.

- A conversation with the appropriate staff member linking the bad choice to the school rules and values. For example:

“When you said those mean words to child X how do you think that made them feel? When you spoke to them like that what school rule or values were you not following? How do you think you could have communicated better with them next time so that you are more empathetic and show the St Wilfrid’s Character Values?”

- A restorative conversation between the aggressor and the victim. This will in the minimum include a verbal apology and sometimes a written letter.
- A period of monitoring and support for both involved – sometimes with a reduced reintegration back into the normal environment. This may include a period of reduced social time etc.

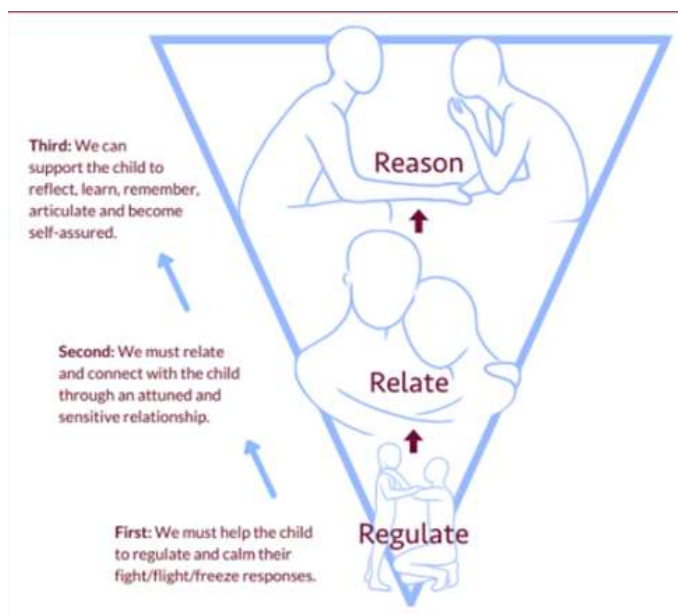
Using the DfE’s Guidance [‘Behaviour in Schools’](#), where there is a focus on Calm Safe Supportive environments, our comprehensive overview provides clarity and support for all our stakeholders

 Creating Positive Behaviour Choices at St Wilfrid's Our overview provides clarity and support for all staff, parents, children and governors to ensure our school environment is calm; safe; supportive. <i>St Wilfrid's is a calm, safe and supportive environment, with all pupils in school and ready to learn.</i>			
A culture that promotes Excellent Behaviour	Clarity on behaviour choices which <u>do not</u> support calm; safe; supportive environments	The following sanctions are used by school and their use is characterised by both flexibility and consistency	Parent and Carer Support
Good behaviour is when pupils are following our 3 very simple Learning Values:  Consider the St Wilfrid's Character Development Values when making a choice on their behaviour:  Follow instructions given by staff, either verbally, keep their hands, feet and objects to themselves, use positive language, including body language.	- Verbal abuse to staff and others - Verbal abuse to pupils - Physical abuse to/attack on staff - Physical abuse to/attack on pupils - Bullying (to the extent not covered above) - Indecent behaviour - Disruption of the running of the school and education of other pupils - Damage to property - Theft - Serious actual or threatened violence against another pupil or a member of staff - Child on child abuse - Carrying/threatening someone with an offensive weapon or prohibited item - Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour *Further inappropriate choices are included in our Behaviour Policy.	1. A warning 2. A reminder and awareness of consequence if the behaviour continues (conversation (use of script) by staff member and pupil) 3. If warning is not understood, child may be removed to a different part of the classroom/playground to reflect 4. If behaviour doesn't improve, child could be moved to a parallel class. The class teacher will inform the parent 5. If the behaviour still continues, the child will be spoken to either by the Phase Leader or DHT; member of staff on lunchtime duty/Senior Lunchtime Organiser. The class teacher will inform the parents and a meeting will be held. 6. If the behaviour is repeated, over time, the Phase Leader or DHT will contact the parents for a meeting with themselves and the class teacher to discuss the consequences. 7. If the behaviour continues, the parent will meet with the Headteacher and SENDCo to discuss alternative interventions. For the vast majority of pupils the strategies above can help to manage behaviour. However, some children require personalised strategies and Personalised Support Plans' discussed with parents. However, if approaches towards behaviour management have been exhausted, suspension and permanent exclusion will sometimes be necessary, as a last resort.	- Work collaboratively so children receive consistent messages about how to behave. - We aim to build a supportive dialogue between the home and the school. - We inform parents immediately if we have concerns about their child's welfare or behaviour. - Parents/Carers will also be made aware when their child has made a particularly good choice linked to St Wilfrid's Character Values. We expect parents to: - Be aware that we have school rules and values (often communicated to parents) and to support them. - Cooperate with the school. - Support the school's decision when applying consequences to deal with any specific incident/issue.

4Rs: Regulate, Relate, Reason, Repair

If a child is upset or overwhelmed by strong feelings, they can only be soothed by someone whose own feelings are regulated, not overwhelmed like the child. Secondly, it is really helpful if that person is an adult the child knows and trusts, feels safe with and has a positive relationship with them. That adult is likely to be able to help soothe the child, or simply 'be with' the child to help them regulate. When that is in place and the child is once more regulated (which may take a long time) then some form of reasoning can happen, as the child has access to their 'upstairs brain'. Following on from reasoning, the child can then repair any relationships and re-connect.

We use the PACE (Playful, Accepting, Curiosity, Empathy) ethos to ensure that we support pupils in their self-regulation.



things become 'intense' in the conversation. This helps with engagement and openness.	'I can understand why you got/ felt/ did _____ with _____ if you think that!'
C uriosity ?? Express an interest / desire to know more. Express it out together. 'I'm puzzled about _____ because...' 'I want to give you a chance to talk about it!' 'Do you think you are...?' 'My guess is that...' 'Maybe he/she felt...' 'I'm wondering if you are trying to let me know that... Have I got that right?'	E mpathy ♥ Unconditional positive regard. 'I'm trying to understand what you were thinking and feeling when...' 'I see why this was so hard for you!' 'That must have been so hard for you to believe!' 'Perhaps you thought _____ so no wonder you felt _____. Have I got that right?'

Suspension / Exclusion

In rare cases, it may be necessary to suspend or exclude a child. For example, if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored through the structure of the ladder of support. At all times, Manchester LA's procedures for Exclusions are followed. Any child returning to school following a reintegration process. Only the Headteacher, or in her absence, the Deputy Headteacher can exclude a child.

Playtime and Lunchtime

Playtime and lunchtime inappropriate behaviour is dealt with separately to classroom behaviour. LOs need to avoid extended waiting times (classes need to remain in classes until the hall is ready).

What is the role of the member of staff on duty?

The staff on duty have responsibility for the positive management of behaviour on the playground and in the hall. Children are familiar with the lunchtime staff.

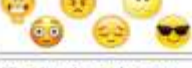
Staff are aware that some pupils may not have a clear understanding of the rules and every pupil should have the opportunity to have a warning and have the rules clearly explained to them first.

Minor incidents result in a consequence of a 5-minute time out on the playground. The pupil should be told exactly which playground rule they have broken during their play.

More serious incidences (such as fighting, swearing or deliberately disruptive behaviour) will result in children missing the play during the following lunchtime.

Children are rewarded for positive behaviour with DOJO awards.

The following overview supports effective and empowered conversations and interactions with children, who do not respond in the same way as other children. Unstructured play (or when children do not feel safe and perceive a threat), can lead to children, who have experienced trauma are more vulnerable to experiencing 'fight, fright or flight' reactions. During this state, children are not able to engage. Only when they are calm and open will they engage, to think about what has happened and understand why it can happen. This is an example of a positive discussion to support both the child and the adult (a reminder for adults when children are challenging or threatening, our own defences are likely to kick in – this way of communication supports positive communication. Also refer to PACE (Playfulness, Acceptance, Curiosity and Acceptance – see above more)

Restorative Questions	
What happened? 	
How did you feel? 	
How did other people feel? 	
What is going to happen next? 	

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our **Safeguarding and Child Protection Policy** for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Use of Reasonable Force

Use of Reasonable Force – advice for school leaders, staff and governing bodies.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- **Always be used as a last resort following de-escalation strategies**
 - 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 and reported to parents.

Training

Our staff are provided with training on managing behaviour and where required the proper use of positive handling. Behaviour management will also form part of continuing professional development.

Pupils Conduct outside the School Gates- Teachers' Powers

Teachers have a statutory power to discipline a pupil for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 give head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is: (taken from Behaviour & Discipline in Schools DFE)

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school or for misbehaving at any time whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or members of the public
- Could adversely affect the reputation of the school.

Attendance

We believe that achieving high levels of attendance and punctuality is an integral part of responsible learning and making good choices.

To promote this, we have two attendance awards. These are:

- Class attendance award – the class with the highest attendance percentage are awarded with the attendance cup. The cup stays in the winning class for the week. The class teacher and the Attendance Lead will carefully consider any known medical needs of the children in each class to ensure that this does not act as a barrier to the class achieving this award.
- At the end of each half term, classes with the highest attendance over the half term are entered into a draw which is called during the final worship time of the half term. The class winners have a class treat from extra playtime to a class hamper

Appendix 1

Behaviour Expectations:

St Wilfrid's Learning Values

Classroom Expectations

Be Ready

- Know the routine for entering the classroom and starting work.
- Know where you sit in class during lessons, including carpet places.
- Always sit up straight, facing the person who is talking.
- Always stay in your seat, unless you have been given permission to leave.
- Always raise your hand and wait for an invitation to speak, if you have something to say.
- Know the routine for handing out books in the classroom.
- Always have the correct equipment ready for the lesson.
- When using mini whiteboards use 3,2,1 Chin it.
- Always speak loudly and clearly when sharing your opinion. SHAPE your speech.

Be Respectful

- Always say good morning, followed by the name of the person you are taking to, when entering the classroom/ school building.
- Always listen to the speaker and give eye contact to the person you are talking to.
- Use STEPS to politeness.

Be Responsible

- Know where you put your coat and bag, and be responsible for keeping you peg/ locker tidy.
- Be responsible for keeping your area tidy.
- Bring your reading book in on the correct day.
- Always look after classroom equipment that you have been given.
- Ensure your work is set out neatly and take pride in your presentation (date, LO, rulers for underlining, neat handwriting). Use DUM LUMS. Use a straight pencil line when crossing out in books.



St Wilfrid's CE Primary School



Thrive
CE Academy Trust
Belonging Believing Becoming

St Wilfrid's Learning Values

Moving Around School Expectations

Be Ready

- Always face forwards.
- Always walk, don't run.
- Always walk in a single file straight line.
- Always line up in lining up order when moving around school.
- When talking to a member of staff, SHAPE your words.

Be Respectful

- Always walk silently, so you don't disturb other learners.
- Always let adults walk through a doorway before walking through yourself.
- Always hold doors open for others to be polite.
- Always follow the STEPS to politeness.

Be Responsible

- Always walk on the left side of the corridor and stairs to be safe.
- Walk with your hands by your side.



St Wilfrid's CE Primary School



Thrive
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Belonging Believing Becoming

St Wilfrid's Learning Values

Playground Expectations

Be Ready

- During play times, when the whistle is blown, stop and be silent. Then, when the whistle is blown again, walk to your line in lining up order.
- During lunchtimes, when called, always line up quickly and ready to move into the dining hall.
- Always use the toilet at break and lunch times, asking permission to go inside the building.
- When talking to a member of staff, SHAPE your words.

Be Respectful

- Always be kind, gentle, caring and helpful to everyone – include people in your games and share equipment.
- Always follow instructions from all members of staff.
- Always listen to the speaker and give eye contact to the person you are talking to.
- Always follow the STEPS to politeness.

Be Responsible

- Always play safely without hurting anyone, make sure we are not 'play fighting' because we may hurt someone by accident.
- Always look after playground equipment.
- Always tidy up equipment once you have used it.



St Wilfrid's Learning Values

Dining Room Expectations

Be Ready

- Enter the dining hall and collect your tickets quietly in a straight line.
- Use a quiet voice when talking.
- Once seated, always **stay sitting down**.
- When talking to a member of staff, SHAPE your words.

Be Respectful

- Always follow instructions from lunchtime staff.
- Always follow the STEPS to politeness.

Be Responsible

- Walk whilst in the dining hall.
- Only eat your own food, do not share food with others.
- If you are on packed lunches, take any uneaten food home with you.
- Use your knife, fork and spoon.
- Take your tray and clear it appropriately.
- Always wait for permission to go outside after you have finished.



Appendix 2: Expectations

St Wilfrid's CE Primary School  Thrive  CE Academy Trust
Belonging Believing Flourishing

SHAPE

your speech

Speak in sentences

Hand away from mouth

Articulate- don't mumble

Project a loud clear voice

Eye contact



St Wilfrid's CE Primary School  Thrive  CE Academy Trust
Belonging Believing Flourishing

STEPS

to politeness

Say the person's name

Thank you

Excuse me

Please may...

Smile



St Wilfrid's CE Primary School  Thrive  CE Academy Trust
Belonging Believing Flourishing

DUMLUMS

Date

Underline

Miss a line

Learning Objective

Underline

Miss a line

Start



Appendix 3

Example of a Daily Reflection Sheet to support the pupil reflect on their behaviour choices.

??'s Daily Reflection








Day	Targets	Self Reflection	Comment by Adult
Mon	- When I feel angry, I will calm myself down. - I will speak respectfully to anyone. - I will complete tasks the teacher gives me, especially in the afternoon.	😊 😞 😊 😞 😊 😞	
Tue	- When I feel angry, I will calm myself down. - I will speak respectfully to anyone. - I will complete tasks the teacher gives me, especially in the afternoon.	😊 😞 😊 😞 😊 😞	
Wed	- When I feel angry, I will calm myself down. - I will speak respectfully to anyone. - I will complete tasks the teacher gives me, especially in the afternoon.	😊 😞 😊 😞 😊 😞	
Thu	- When I feel angry, I will calm myself down. - I will speak respectfully to anyone. - I will complete tasks the teacher gives me, especially in the afternoon.	😊 😞 😊 😞 😊 😞	
Fri	- When I feel angry, I will calm myself down. - I will speak respectfully to anyone. - I will complete tasks the teacher gives me, especially in the afternoon.	😊 😞 😊 😞 😊 😞	

Appendix 4

Restorative Approach

Questions

Restorative Questions	
What happened? 	
How did you feel? 	
How did other people feel? 	
What is going to happen next? 	

Restorative Questions	
What happened? 	You were playing football. Jack grabbed the ball and threw it to his team, who then scored. You then hit Jack and continued to chase him, until a member of the staff team intervened. You then ran off.
How did you feel? 	You were frustrated when Jack grabbed the ball. It was against the rules and throwing the ball was not allowed and therefore it was unfair.
How did other people feel? 	Jack was frustrated because he also wanted to win, like you did. He was sad when you hit him and scared when you chased him.
What is going to happen next? 	You are going to stay with me for the rest of this playtime so that we can keep everyone safe. Next time you feel upset when playing football, what should you do?