St. Wilfrid's
R.C. College

# Behaviour for Learning Policy

Behaviour for learning

The aim of our behaviour system is to ensure that our school vision - *that every pupil realises their God-given potential, becomes the very best version of themselves, and leaves us equipped with the knowledge, character and skills needed to thrive in society* - is achieved for all. First and foremost, the safety of pupils and staff is paramount, and our behaviour expectations are designed to ensure that all members of our community feel safe at all times, alongside fostering a strong sense of belonging where every individual feels known, valued and respected.

We dedicate time to explicitly teaching and reinforcing our core values and learning habits so that all pupils understand what is expected of them. By consistently meeting these expectations each day, pupils contribute to a culture of excellence in which everyone is supported to succeed and flourish.

We have high expectations for all pupils, with the celebration of success at the heart of our approach. Pupils who strive for excellence are recognised and their achievements are shared both within the school community and beyond, including through our website and social media platforms. Staff explicitly praise pupils who demonstrate our core values and learning habits, reinforcing these consistently across the school. Credits are recorded and can be accessed by parents through the Arbor app, ensuring transparency and shared recognition. Further opportunities for celebration take place through end-of-half-term assemblies, as well as weekly recognition such as attendance and credit awards, alongside a range of additional rewards that promote and sustain a culture of excellence.

This policy should be read in conjunction with the following policies, all of which can be found on our school website:

- Anti-Bullying
- Use of Restrictive Interventions and Reasonable Force
- Drug and Alcohol Policy
- Mobile Phone Policy

This policy is underpinned by the following legislation and guidance:

- Behaviour in Schools (February 2024)
- Education Act 1996 (Revised 2011)
- Equality Act 2010 (Revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Revised July 2023)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (Revised 2015)
- Suspension and Permanent exclusion (Revised June 2026)
- Mobile phones in schools (Revised February 2026)

Pastoral Support

Our pastoral team are experienced and dedicated to supporting each and every child. It is built with dedicated tutors across each year group. Tutors are supported by Head of Houses and key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. The team are all trained in effective safeguarding and will work closely with pupils and families to support each individual to be the best version of themselves, including supporting and promoting:

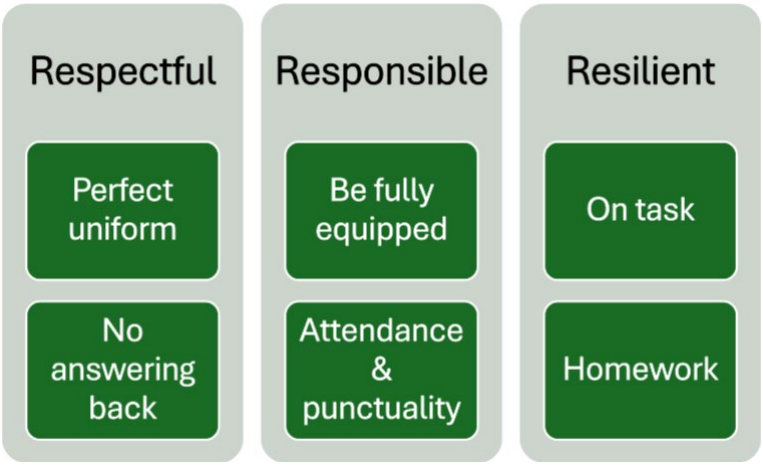
- mission, ethos, core values and learning habits of excellence
- excellent attendance
- positive behaviour
- wellbeing and enrichment activities
- British values and protected characteristics

Our pastoral team consists of:

- Senior Assistant Headteacher
- Assistant Headteacher
- Heads of House (Aidan, Bede, Cuthbert, Hilda and Margaret Clitherow)
- Assistant Heads of House
- Form Tutors
- Behaviour Support Officers
- Attendance Officer and Education Welfare Officer
- SENDCo, Assistant SENDCo and SEND Manager

Core Values and Learning Habits

To achieve our school vision, we have three core values and a shared set of six explicit learning habits. These habits underpin everything we do and are expected of every member of our community each day.




At St Wilfrid's, we explicitly teach and model our behaviour expectations, providing structured opportunities for pupils to practise these routines deliberately. This ensures all members of the school community have a clear and consistent understanding of what is expected of them.

At times, pupils may not meet expected standards. We support them to reflect on their choices and correct their behaviour.

If a pupil fails to meet expectations they will be issued with a warning. If they fail to correct their behaviour, they will be given a behaviour point. This will result in a same-day detention (30 minutes, or 1 hour if more than one behaviour point in the same day). Parents are informed via email.

If a pupil receives three or more behaviour points in a day, they are placed in the Reset Room to reflect and complete work from their 100% book, maintaining classroom standards. They remain until 4:10pm. After a detention, pupils start fresh the next day. Failure to attend, or more serious behaviour, could result in placement in the Reset Room or suspension.

Other forms of sanction could be issued and may include:

- restricted enrichment
- loss of IT access
- confiscation of items
- loss of social time
- exclusion from events
- alternative provision
- ban from use of school transport services
- school-based community service.

This list is not exhaustive and outcomes will be at the Headteacher's discretion.

For serious incidents, a full investigation is conducted and parents are informed. Pupils may be placed in the Reset Room during this process. Investigations would involve taking statements from pupil or staff where needed. Outcomes are discussed with parents either via telephone or in a meeting held at school.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Suspension

Using guidance from the DfE, the Headteacher will exercise their statutory right to suspend, should this be necessary. Any pupil who receives 15 days or more suspensions in one term will be asked to attend a Governors meeting with their parents. Any pupil who exceeds 45 days suspension in one academic year will be permanently excluded. The DfE trust Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive.

- Physical assault against a pupil
- Physical assault against an adult
- Persistent disruptive behaviour
- 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 a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In the rare circumstances that a suspension is warranted, pupils will not be allowed back into school and will remain in the Reset Room until a meeting with parents has occurred. A reintegration meeting will take place with the Head of House / SLT to discuss the reasons for the suspension and to outline the Academy's expectations on their return. See Appendix A for further details regarding our staged behaviour referral system.

Mobile phones

To maintain a focused and safe learning environment, and aligned with national guidance from the Department for Education, we have clear expectations:

- Mobile phones must be switched off and out of sight before pupils enter the school gates
- Devices must be stored securely in an inside pocket or bag
- They must not be used or visible at any point during the school day
- At the end of the school day, phones must remain out of sight until pupils have exited the school gates
- If a mobile phone is visible it will be confiscated and pupils will receive a behaviour point
- Parents will be expected to collect the confiscated device from main reception at a time convenient to them. Pupils cannot collect mobile phones from reception themselves and cannot have phones returned to them during the school day.
- If a pupil is found to have contacted home during the school day they will receive a follow up from the pastoral team behaviour point the following school day.

We ask for your support in reinforcing this expectation. If you need to contact your child during the school day, please do so by telephoning the main school office or emailing admin@st-wilfrids.org.

Banned items

There are a number of items which are not allowed in school. This allows us to maintain a safe, orderly and calm environment where pupils can focus on learning. The following items are banned from site:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Items that are likely to be used to:
    - Commit an offence or
    - Cause personal injury to, or damage property of any person
- Cigarettes, tobacco (or tobacco based products such as 'snus'), cigarette papers
- Vapes
- Fireworks (including 'bangers')

- Pornographic materials
- Chewing gum
- Energy drinks

Searching and Screening

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils.

The members of the SLT and our Heads of House have the power to search pupils if there is reasonable suspicion of the possession of banned, illegal or offensive items. The belongings of any pupil and the person may be searched with consent. However, legislation allows designated staff, (SLT and Heads of House), to search pupils without, if the request is based on reasonable suspicion and is proportionate. A second staff member must be present at all times. Mobile devices can be searched by senior leaders if content is thought to be inappropriate.

'Reasonable suspicion' would be:

- If an item has been seen by staff
- If something, not necessarily identifiable, has been seen by staff
- A pupil is seen by staff behaving suspiciously
- A report has been made by reliable pupil/pupils
- Rumours in context which are felt likely to be accurate.

Behaviour beyond the school gates

The Headteacher will determine an appropriate legal response to the poor behaviour when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school, including in the use of social media.

Or, misbehaviour 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 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 sanction where necessary. At this point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in their 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 this case the school staff will follow the Safeguarding Policy Guidance.

Child on child abuse – sexual abuse or harassment

At St Wilfrid's we have a zero-tolerance approach to any form of child-on-child sexual abuse, violence, harassment or discrimination.

Staff actively uphold this zero-tolerance stance by following the SCAR approach:

1. STOP: stop when you notice.

2. CHALLENGE: challenge the comment or behaviour.

3. ADDRESS: let the child or young person know that it is not appropriate or acceptable.

4. REPORT: all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the Academy Safeguarding policy. Please see our Safeguarding and Child Protection Policies.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
    - Accessing, downloading or uploading pornography
    - Sharing pornography via the internet, email or mobile phones o Creating or maintaining websites with sexual content
    - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. The school will address the effects of harassment and will signpost

counselling/support services if the harassment has affected performance or wellbeing. Risk assessments may also be put in place.

Reset Room

Placement in the Reset Room may be used as a sanction when pupils do not meet expected standards of behaviour. This provision prioritises the safety and wellbeing of all pupils and staff while ensuring that no learning time is lost, enabling pupils to continue with curriculum work using their 100% book and provides an opportunity to reflect on their conduct in a structured environment.

Pupils must hand in any mobile phone to staff before entering the room. Phones will be returned at the end of the school day for pupils who comply. This applies to both full-day and half-day placements.

The school reserves the right to screen pupils for mobile phones if necessary. Any phone found will be confiscated, and a parent or carer will be required to collect it; pupils will not be permitted to collect confiscated devices themselves.

Pupils who do not meet the expectations set in the Reset Room may be issued an external suspension.

Appendix A: Staged Behaviour Escalation

| Level | Who is responsible? | Action |
|---|---|---|
| Level 1 | Classroom teacher | Verbal warning and discussion about how behaviour is not in line with our core values. Failure to respond will result in a detention. |
| Level 2 | Classroom teacher | If a pupil fails to respond to a warning they will be informed they have a behaviour point – this will result in a same-day 30 minute detention |
| Level 3 | Classroom teacher / subject lead | If a pupil received two behaviour points in one lesson and continues to behave poorly they will be removed according to the room removal timetable. |
| Level 4 | Isolation | 3 points in one day will result in the pupil being removed from circulation and placed into isolation for the remainder of the day until 4:10.<br>If a pupil does not engage in isolation the pastoral team will support to relocate the pupil to work with a member of staff. |
| Level 5 | Form tutor | Behaviour points are shared with all staff. If a pupil reaches 10 negative points their form tutor will discuss this with them to identify issue and support the pupil to correct this. |
| Level 6 | Head of House | If a pupil reaches 20 points their HOH/AHOH will discuss this with them to identify issue and support the pupil to correct this. |
| Level 7 | Head of House / Parents | If a pupil reaches 30 points their HOH/AHOH will contact parents. |
| Level 8 | Head of House / Parents / SEND | If a pupil reaches 40 points their HOH/AHOH will meet parents. Representative from SEND team to attend if pupil has SEND needs. |
| Level 9 | SLT from pastoral / HOH / Parents / SEND | If a pupil reaches 50 points their HOH/AHOH will meet parents. Representative from SEND team to attend if pupil has SEND needs. |
| Level 10 | Deputy Head / HOH / Parents / SEND | If no progress is made at previous levels, a meeting will be held with DH and parents. |
| Level 11 | SLT / Governors / Parents | If no progress is made at previous levels, a meeting will be held with SLT, representative from the Governing body and parents. |
| Serious incident / persistent issue | Headteacher and Governors | A pupil can be involved in a one-off incident or persistent issues where no progress has been made throughout this referral system.<br><br>This will lead to an exclusion. |

Appendix B: Governors' statement on behaviour

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 RC college 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.