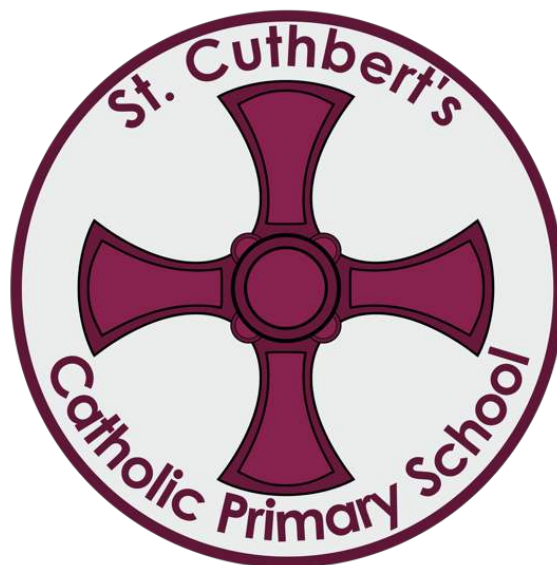


# Positive Behaviour Policy

St Cuthbert's Catholic Primary



<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2024
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## 1. Introduction

**“Do to others what you would have them do to you” Matthew 7:12**

**“Love one another as I have loved you” John 13:34-35**

**Discipline in schools should respect children’s human dignity. (Article 28 UNCRC)**

It is the responsibility of the headteacher and governors to establish and maintain a positive behaviour policy for the school that promotes self-discipline, respect for others and a proper regard for authority. We do this in line with the vision and values of the Bishop Chadwick Catholic Education Trust <https://bccet.org.uk/our-vision-and-values/>

Good behaviour in schools is central to a good education. At St Cuthbert's we manage behaviour well so we can provide a calm, safe and supportive environment where children can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. We strive to create learning and social environments in which behaviour is good and pupils can learn and feel safe. We work continuously to promote and maintain high standards of behaviour.

Our policy is based on guidance from the Department for Education in:

[Behaviour in Schools Guidance](#)

[KCSIE](#)

## 2. Ethos & Values

All pupils have the right to access to a high-quality education, to play and to learn in a safe and supportive environment. Staff in our school have the right to deliver their professional responsibilities in a similar environment. Every person in our school has the responsibility to respect all other members and follow the example of Jesus in developing relationships.

Our ethos is built on core Christian values: respect, love, tolerance, understanding, happiness, cooperation and peace. Our ethos:

- › has the teachings of Christ at the core.
- › enables teachers to teach and pupils to learn.
- › raises self-esteem and promotes pupil confidence.
- › provides a harmonious atmosphere and co-operation between pupils and adults.
- › encourages self-discipline and responsibility towards people and property.
- › develops understanding of, and a tolerance towards, all races, religions and cultures.
- › promotes Rights Respecting in all areas of school life.
- › develops a proactive not reactive approach when challenges arise

### 3. Rights Respecting

St Cuthbert's RC Primary school is a Rights Respecting School, based upon the UN Convention of the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and others. Being a rights respecting school underpins this procedure and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

As a Rights Respecting School we recognise:

- › Article 28 'The right of every child to a good quality education'
- › Article 19 'All children have the right to be protected from danger'
- › Article 2 'Every child has the right to be treated equally and with respect'
- › Article 31 'Every child has the right to play in a safe environment'
- › Article 14 'Every child has the right to their own beliefs and opinions and to share them freely'
- › Article 12 'Every child has the right to be heard and listened to'

from the UN Convention of the Rights of the Child. Ensuring high standards of behaviour is essential to achieving these rights.

### 4. Expectations

At St. Cuthbert's we promote and teach positive behaviours in each class. Children are expected to display positive behaviours in line with our 'Gold Standard Behaviours'; show positive attitudes to their learning and positive behaviour to friendships and playtimes.

**Staff will:**

- › Have an awareness of up-to-date government guidance and training
- › Value all children
- › Regard different or challenging behaviours as a means of communication which needs to be explored and acknowledged.
- › Provide opportunities for all children and respond to the diverse learning needs of pupils
- › Teach **positive and safe behaviour through routines and high expectations** and talk to children about why behaviour may be **unacceptable or unsafe**. This includes continuing to wash hands and sanitise regularly and teaching children about ways to reduce transmission of illness
- › Support pupils to change negative behaviour into more socially acceptable behaviour
- › Teach respect by treating children with fairness and consistency in line with Rights Respecting
- › Regularly communicate with parents and carers

**We teach and expect our pupils to:**

- › Treat others as they would like to be treated, demonstrating respect at all times
- › Work and play cooperatively
- › Make and sustain friendships
- › Be effective and successful learners
- › Develop appropriate social, emotional and behavioural skills
- › Learn to manage their own behaviour and emotions
- › Be tolerant of others
- › Behave safely in school

**We expect our parents to:**

- › Behave within the parameters of the [Parent Code of Conduct](#)
- › Keep school informed of any circumstances which may affect their child's learning or behaviour
- › Support learning in school e.g. through attendance at parents' evenings and completing home learning tasks.

## 5. Implementation

*"All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture."*

### **DfE Behaviour in Schools Guidance**

All classes display and promote Gold Standard Behaviours and feelings and refer to these in PSHE time and to encourage positive learning behaviours in class which are referred to as 'green' and 'red' behaviours. Staff in school plan opportunities to promote and teach good behaviour, self-esteem, confidence and independence, through the following:

- PSHE curriculum and RSE curriculum
- Rights Respecting work
- celebrating achievement and recognising social progress
- links with the community
- School Council
- Buddies
- peer mentoring
- restorative practice
- house groups
- CHIPs programme
- Zippy's friends
- Bullybusters

Staff are aware of and supportive of the needs of individual pupils. Where additional support is required to meet the needs of pupils, this is done consistently and in discussion with Senior Leaders.

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need or are part of a condition or circumstance we are already aware of, for example suffering bereavement, experiencing abuse or neglect or experiencing significant challenges in or outside of school. This may also include mental health problems.

In all cases, we approach challenging behaviours as a means of communication on the part of the child. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Designated Safeguarding Leads, Mental Health and Wellbeing Leads, and Special Educational Needs Coordinator may evaluate the case and seek additional support for a child, where appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage and that reasonable adjustment will be made to take into account individual needs.

[Mental Health & Behaviour in Schools](#)

[SEND Code of Practice](#)

## 6. Responding to good behaviour

Positive behaviour is the expectation at all times in school and is displayed, discussed, recognised and rewarded. The attention given to positive behaviour is just as significant as that given to unacceptable behaviour and communicates our ethos and values to all pupils, staff, parents and visitors. Positive reinforcements and rewards are applied clearly and fairly although will vary as children progress through school.

### **Examples of positive reinforcement include:**

- Non-verbal (thumbs up, smile).
- Verbal praise (use of name, specific praise).
- Tangible rewards (stickers, treat box, extra play).
- House Group points.
- Certificates – good work, Star of the Week.
- Good behaviour sticker chart
- Award, achievement and celebration assemblies.
- Contact with parents (may occur at any stage) via text or 'praise notes'.
- Sharing successes and achievements with other adults in school.

## 7. Responding to misbehaviour

When pupils do misbehave, we respond promptly, predictably and confidently to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from recurring.

We recognise that all children can behave outside the rules at times and it is important to differentiate between forgetting guidelines, behaviours caused by physical or emotional distress and deliberate misbehaviour. Regard for SEND and individual circumstances will always be taken into consideration.

Responses to misbehaviour may have various purposes including **deterrence, protection, improvement and restoration**.

- › **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- › **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- › **improvement:** to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.
- › **restoration:** to support pupils in repairing relationships damaged through misbehaviour and consider the impact of their actions on others.

### Deliberate flouting of the rules in the following instances will incur sanctions.

- › Bullying; physical, verbal, cyber (*please see Anti Bullying Policy*);
- › Violence of any kind (hitting, kicking, biting, shoving);
- › Offensive comments or behaviour around protected characteristics;
- › Deliberately spitting or coughing at someone or going against any health and safety rules;
- › Verbal abuse (isolating, name calling, swearing, winding up, teasing, threatening, cheek);
- › Absconding, running out of school;
- › Truancy;
- › Refusal to follow the instructions of a member of staff or complete assigned work;
- › Repeated non-compliance with school rules.
  - Destruction of property /equipment.
  - Theft.
  - Persistent low-level disruption of lessons.
  - Defiance.

### SANCTIONS

When pupils choose not to follow school rules, sanctions should be consistently applied.

- › Sanctions will be appropriate and will be clearly explained to the pupil.
- › The system will not damage relationships.
- › Sanctions will make a clear distinction between minor and more serious offences.
- › In the cases of incomplete homework or incomplete / incorrect school uniform, our first port of call will be to communicate with parents. Non-compliance will be dealt with in a proportionate and fair way in line with DfE guidance.
- › Sanctions may include:
  - a verbal reprimand and reminder of expectations of behaviour;
  - time out of class (removal from classroom);
  - lunchtime detention;
  - withdrawal of privileges e.g., missing a game for a team, permanent removal from sports teams and clubs; withdrawal of additional golden time breaks, withdrawal of responsibilities;
  - school based community service e.g., tidying a classroom / outdoor play area;
  - escalation to stage 4 code of conduct (see below);
  - speaking to Head Teacher or Deputy Head Teacher in serious cases which could lead to suspension and in the most serious of circumstances, permanent exclusion.

## STRATEGIES FOR LOW LEVEL UNACCEPTABLE BEHAVIOUR

Class teachers, teaching assistants and lunchtime supervisors all follow the same warnings pathway:

- Stage 1: A reminder of Gold Standard Behaviours as displayed throughout school. The adult reminds the child that they are here to help them and want them to get back on track.
- Stage 2: Sanctions as listed above. Listening & Learning (restorative practice), allowing children to explain their point of view and build bridges if necessary, will take place at the next break time with the child spending 5 minutes with their teacher (written records will be used where appropriate to record and attach to CPOMS).
- Stage 3: This is for persistent disruptive behaviour e.g. 2 or more Listening & Learning sessions in a week. This means a child would have to speak daily for 5 minutes to a senior teacher at break times to support them by reinforcing expectations of positive behaviours. This stage will be recorded on CPOMS and further sanctions will be imposed;
- Stage 4: Led by SLT. Parental involvement with a possible written code of conduct for behaviour to be signed by SLT and parents daily.

Incidents of behaviour will be recorded on CPOMS. In all cases, the aim will be to support the child to return to positive behaviours.

## STRATEGIES FOR HIGHER LEVELS OF UNACCEPTABLE BEHAVIOUR

These are the unacceptable behaviours which will be immediately dealt with by the SLT:

- violence and aggressive or intimidating behaviour including out of school incidents
- offensive comments or behaviour around protected characteristics;
- verbal abuse or targeting of / disrespect towards staff
- serious defiance or non-compliance
- incidents where the law has been broken e.g., anti-social behaviour (including online behaviour) both in and out of school.

At this stage parents will be more formally involved and a written Code of Conduct may be implemented where a pupil's behaviour is monitored by Senior Leaders. In some cases, fixed term suspensions may be issued or, in the most serious of circumstances, permanent exclusion.

Information about what the law allows can be found in the [Behaviour In Schools](#) document published by the DfE.

## 8. Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff and continue with their learning under the supervision of another member of staff.

This is not the same as circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Nor is it the same as time out of class as part of general behaviour management strategies for instance where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal from the classroom is considered a serious sanction. Parents will be informed on the same day if their child has been removed from the classroom.

Removal may be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

## 9. Communication with parents

We give high priority to clear communication and to a positive partnership with parents. This is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Not all behaviour issues in school need to be communicated with parents. Often incidents are immediately rectified and have no impact on the rest of the day. Such incidents do not need to be communicated.

Where behaviour is causing concern e.g., where it is serious or repeated, parents will be informed at an appropriate stage, and given an opportunity to discuss the situation. Parental support may be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.

## 10. Use of reasonable force

### USE OF REASONABLE FORCE

At St Cuthbert's we follow the advice given in the following guidance:

#### DFE Use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### PHYSICAL RESTRAINT

Staff at St Cuthbert's follow the most up to date guidance in the event of having to use reasonable force to support, hold or move a child. (There are also members of staff trained in Positive Handling to ensure pupils and staff are safe at all times.)

## 11. Power to search pupils

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

[DFE Searching, screening and confiscation](#)

## 12. Power to discipline beyond the school gates

The Headteacher and Governing Body have agreed that discipline beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

### 12.1 School-organised or school-related activities

- Where these activities are organised and staffed by school employees, the same procedures will apply as if the behaviour had occurred in school. This includes the criteria for exclusion, which is detailed below.
- Where persistent misbehaviour occurs in activities such as clubs, sports events or competitions, the Head Teacher may decide that pupils may be withdrawn from that activity.

### 12.2 Travelling to and from school and/or wearing school uniform

- Pupils in Year 5 and 6 are permitted to walk home independently with written consent from parents. If concerns about behaviour at these times are reported to school, then the Head Teacher will request that parents / a responsible adult accompany the pupil for a fixed or permanent length of time.
- Where pupils are collected and are in the company of a responsible adult, the Head Teacher or delegated member of staff will contact families to discuss reports of concerning behaviour

### 12.3 Other misbehaviour outside of school

- If a report to school has identified / named a pupil, school will report concerns to parents and will speak to pupils named. The headteacher may choose to implement some of the sanctions above.
- The headteacher will also contact families and may choose to implement sanctions where misbehaviour out of school could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. This includes incidents of online behaviour.
- In all cases, where behaviour is anti-social or illegal, school will always report to the police and may ask police to visit school to work with pupils or classes.

## 13. Suspensions and Permanent Exclusions

This guidance is based upon [DfE guidance](#) and current legislation which sets out the responsibility of the headteacher, the governing body and the LA.

Only the headteacher (or deputy in the headteacher's absence) has the authority to suspend and exclude and will notify parents/carers within one school day by telephone and letter.

### SUSPENSIONS

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

Detailed records of incidents are kept and suspensions and exclusions are reviewed by the governing body.

Suspension will only be used for serious breaches of school policy or for continued and persistent breaches of the behaviour policy despite alternative solutions being tried e.g:

- Verbal abuse.
- Violent or threatening behaviour.
- Persistent, defiant, disruptive behaviour.
- Offensive comments or behaviour around protected characteristics;
- Bullying including repeated incidents of unacceptable behaviour and conduct online
- Conduct in or out of school that is against the law

For fixed period suspensions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's suspension.

### PERMANENT EXCLUSIONS

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil. This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

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

## 14. Monitoring & Review

This policy will be reviewed annually by:

- SLT
- Link governor or whole governing body

This policy links to the following policies and procedures:

- Child protection policy
- Equal Opportunities
- Anti-bullying policy
- Positive Handling Policy
- Attendance
- SEND policies and practice
- Code of Conduct for Parents and Carers
- Rights Respecting