

# St Cuthbert's Catholic Primary School



Head Teacher: Shaun Dillon

## Behaviour Policy

Date reviewed: September 2024

Date of next review: September 2025

## St. Cuthbert's Catholic Primary School

*"The dignity of the human person is rooted in his or her creation in the image and likeness of God."  
Catechism of the Catholic Church*

### Introduction

It is the responsibility of the headteacher, assistant headteacher and governors to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and a proper regard for authority. Part 7 of the Education and Inspections Act 2006 outlines further requirements in relation to discipline, behaviour and exclusions.

### Rationale

All children should have access to a high-quality education in a safe and supportive environment. We believe that the ethos of the school is central to creating an environment, which allows all children to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance to:

- enable teachers to teach and children to learn,
- raise self-esteem and promote child confidence,
- provide a harmonious atmosphere and co-operation between children and adults,
- encourage self-discipline and responsibility towards people and property,
- develop understanding of, and a tolerance towards various races, religions, identities and cultures.

### Aims

1. To establish clear and consistent expectations about behaviour throughout the school and communicate these effectively to children and families.
2. To promote, value and reward good behaviour and attitudes, good manners and politeness.
3. To clearly define unacceptable behaviour and the reasons why such behaviour is unacceptable.
4. To make explicit what the consequences will be of unacceptable behaviour and deal with such behaviour quickly and in a way which emphasises the child's own responsibility for the misbehaviour.
5. To develop the children's ability to make considered, independent decisions about their behaviour and attitudes.
6. To encourage consideration and respect for all others.

**[Updated]** Legal framework: This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- **[New]** DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

### Children need:

- regular attendance,
- to access a safe, stimulating environment,
- to feel valued and respected,
- to be offered an appropriate, well-balanced curriculum with realistic expectations,
- to have good role models,
- to develop an understanding of right and wrong.

### Families need:

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

### Staff need:

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

## Implementation

St. Cuthbert's Catholic Primary School will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Positive relationships with all other children in school
- Positive relationships with all school staff
- Compassion Matters sessions
- Compassionate Schools programme
- PSHCE curriculum
- Come & See RE Curriculum
- Child Friendly Child on Child Abuse Policy
- Celebrating achievement and recognising social progress
- Commendation letters/presentations/prizes
- Referral to another teacher for praise & recognition
- Referral to Assistant Headteacher & Headteacher for praise & special recognition.
- Above and beyond rewards- RAKtivist awards and merits
- Links with the community
- Mini Vinnies and Mini Mini Vinnies
- School council
- Buddies and Nursery Nurturers
- Peer mentoring
- Restorative practice
- Thrive support
- Rainbows Counselling support

### Desired behaviour/expectations

Our central rule is that everyone will act with consideration, respect and compassion for others at all times. Some aspects of this demonstration of consideration for others will be:

- to make it as easy as possible for everyone to learn,
- to move carefully and safely around school,
- to speak politely and to listen to others,
- to look after the school environment,
- to be careful not to hurt others,
- to respect and value everyone and their ideas, beliefs and opinions.

### Rewards Principles

- A consistent whole-school approach to reinforce and maintain high standards of behaviour.
- Opportunities to reward, celebrate or reinforce good behaviour (e.g. assemblies).
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.
- Emphasis on recognising and celebrating positive behaviour.

### Strategies

- Non-verbal (thumbs up, smile)
- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers)
- Certificates – good work certificate or sticker, RAKtivist award, merit award
- Award, achievement and celebration assemblies
- Contact with families (may occur at any stage)
- Sharing successes and achievements with other adults in school
- Sharing successes and achievements with wider community through Tapestry, Twitter and school website

## Unacceptable behaviours

- Bullying; physical, verbal, cyber
- Violence of any kind (hitting, kicking, biting, shoving, spitting)
- Racial or verbal abuse (isolating, name-calling, swearing, winding up, teasing, threatening, cheekiness, use of discriminatory language including homophobic language, racist language or misogynist language)
- Walking around the classroom unnecessarily
- Walking out of the classroom or activity elsewhere in school without permission
- Absconding, running out of school
- Truancy
- Repeated non-compliance with school rules
- Destruction of property /equipment
- Theft
- Persistent disruption of lessons
- Refusal/non-compliance
- Poor timekeeping
- Defiance.

## Sanctions Principles

Behaviour will always be separated from the child. We believe that all children were made in the image of God, and as such made in the image of love. When children display unacceptable behaviour then staff will be considerate of what has led to this behaviour. As such any deciding on sanctions for poor behaviour:

- Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response.
- When children do not follow school rules, sanctions will be consistently applied.
- Clear, simple explanations will be given to the child about why the behaviour was not acceptable.
- Sanctions will be appropriate and will be clearly explained to the child.
- The system will not damage relationships.
- Sanctions will make a clear distinction between minor and more serious offences.
- Sanctions will be flexible enough to take children with any additional needs into consideration.
- The punishment of the whole group is to be discouraged.

### Strategies for low-level unacceptable behaviour

- Non-verbal reprimand.
- Low-key verbal reminders.
- Planned ignoring as part of a planned strategy.
- Example responses to continued behaviour: Verbal warning.
- Move pupil from activity.
- Pupil seated alone for a set time within the classroom.
- Missing 5 minutes of playtime or 10 minutes spent in parallel or younger class.  
Removal of privileges.
- Sent to DHT. Sent to HT.

### Strategies for higher levels of unacceptable behaviour

These are the unacceptable behaviours which will be immediately dealt with by the headteacher or assistant headteacher:

- Physical violence towards other children or adults in school,
- aggressive, discriminatory or intimidating behaviour,
- racist, homophobic or misogynistic abuse- this includes use of language which is racist, homophobic or misogynistic,
- disrespectful behaviour towards other children in school
- disrespectful behaviour towards staff or other adults in school
- verbal abuse of staff,
- defiance or non-compliance.

At this stage families will be more formally involved and a written Code of Conduct and/ or behaviour log may be implemented. Incidents will be logged in the individual pupil file on CPOMS. These behaviours may result in fixed-term or permanent exclusion.

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate.

### Exclusions

Exclusions guidance is based upon the Education Inspections Act 2006 and DfE guidance and current legislation which sets out the responsibility of the headteacher, the Local Governing Committee and Local Authority.



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

Only the headteacher has the authority to exclude and will notify families or carers within one school day by telephone and letter.

Detailed records of incidents are kept and exclusions reviewed by the Local Governing Committee. Exclusion will only be used for serious breaches of school policy e.g.:

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

For fixed-period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for children from day 6 in the note to families if this is appropriate. Families will be required to attend a reintegration interview regarding a child's fixed period exclusion.

#### Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment a child can no longer cope in the school setting.

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

Exclusions will not be used for:

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

These guidelines exist to ensure that all St Cuthbert's children are safe, happy and have access to the curriculum as their entitlement as a child of our school; and that our school staff are supported in their role as carers and co-educators of the children in their care. They will be reviewed in line with other policies and with the School Development Plan. They must be read in conjunction with other safeguarding policies and curriculum policies dealing with expectations in behaviour – Child Protection, Anti-Bullying, E-Safety and PSHE.