



*"We are a Catholic community, living and learning in faith.
Through the Gospel values of faith, hope, trust and love,
we aim to recognise individuality and enable each other to fulfil our potential"*



St Cuthbert's Catholic Primary School Behaviour Policy

Responsible for Policy	Behaviour Lead and Governors
Presented and approved by Governing Body	
Review date	Spring 2023
Status	Statutory

St Cuthbert's Catholic Primary School is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the School and its community to demonstrably share this commitment.



Mission Statement

"We are a Catholic community, living and learning in faith. Through the Gospel values of faith, hope, trust and love, we aim to recognise individuality and enable each other to fulfil our potential"

Aim of this policy

The aim of this policy is to follow the teaching of our Lord Jesus Christ from Matthew chapter 7:12, known as the golden rule:

"So always treat others as you would like them to treat you."

The school is part of the local Catholic community and therefore part of the Catholic community throughout the world. Its values, expectations and desire to grow place it within the family of the Church; a family of love, understanding and respect.

Key Principles

As members of the school community we strive to develop our relationship with God; in so doing this should influence our relationships with one another. Every individual matters, and through God we have an inherent dignity. There are broad and generally well understood norms of behaviour which are relevant to all. Our school is guided by Jesus' example as a Good Shepherd, the children are encouraged to reflect on the example Jesus set and to ask the question "What would Jesus do?" when reflecting on their own behaviour.

"I am the good shepherd. The good shepherd lays down his life for the sheep. He who is a hired hand, and not a shepherd, who doesn't own the sheep, sees the wolf coming, leaves the sheep, and flees." John 10:11

The key principles of St Cuthbert's School are that:

- Every child has the right to learn in a happy, safe and secure environment so that they can strive for personal achievement and self-awareness.
- The positive contribution of each child is necessary for the good of the school as an inclusive community.
- All members of the school community have the right to be trusted, treated fairly and respected as individuals.
- All members of our school community should practise forgiveness and reconciliation and participate in restorative conversations where appropriate.
- A positive system of praise and rewarding good behaviour choices reinforces a child's sense of worth and helps them to acquire self-discipline.
- All members of our school community are praised and recognised for their success.

The responsibility of Staff:

- To support the distinctive Catholic nature of the school.
- To teach the Catholic faith and to be faithful to the teachings of the Church and the values of the Gospel by word and example.
- To respect colleagues. To seek to work together for the benefit of the children in our care and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner.
- To respect the children, listen to them and speak to them in an appropriate manner.
- To use restorative approaches to resolve issues when appropriate.
- Contact parents/carers with any concerns or problems affecting their child's work or behaviour.

- In line with our safeguarding policies, to protect the children from emotional or physical harm.
- To behave in a professional manner at all times and to maintain high standards of honesty and integrity in their work.

The responsibility of the Parents/carers:

- To support the distinctive Catholic nature of the school.
- To ensure that their child knows that school is a place for learning and that their child does not have the right to interfere or adversely affect the learning of others.
- To explain to their children that they must respect all members of the school community. Anti-social behaviour will not be tolerated.
- Not to talk negatively about another child in front of their own child. This is unkind and will affect the child's relationships with their peers.
- Not to promote a 'hit them back' attitude if a child hurts their child. Physical violence of any kind is never acceptable.
- To ensure that their child is fit for school. For example; making sure the child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend.
- To be courteous in engaging with all members of the school community. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat are not tolerated. This includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents.
- To encourage their child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers.
- To ensure that any concerns about the school are shared privately with the head teacher and/or the relevant member of school staff. Criticism in front of the children will serve to undermine the child's confidence, relationships with staff and their positive attitude to school and learning.

The responsibility of Pupils:

- To be polite, kind and considerate to everyone in our community. Never to use rude, discriminatory and derogatory language
- To learn to listen politely to other people's points of view.
- To work hard and do their best.
- To do nothing that prevents others from working and learning.
- To contribute to keeping the school clean and tidy. To look after school property and resources.
- To behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits).
- To move sensibly and with due care around the school. Never running inside.
- To take responsibility for their actions and to apologise for poor choices.
- To forgive others who seek their forgiveness.
- To take personal responsibility for their own actions.
- To understand that behaviour is about making good choices. Not to copy other people or join in with other children who are making inappropriate choices.
- To participate in restorative conversations.

Other groups, including visitors to the school, are expected to show the same levels of consideration and respect whilst working in school or with members of the school community.

Guidance

In addition to the guidance provided herein, the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of February 2022 “Behaviour and discipline in schools.” The Governors therefore support the guidance, which allows for the Headteacher and designated DSLs to be supported should the following be required;

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- the power to confiscate pupils’ property.
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

Celebration of achievement, effort and progress

St. Cuthbert’s promotes a positive behaviour for learning. This means that the children are praised and rewarded for making good choices and behaving appropriately. This is also referred to as ‘catch them being good’.

Our **FAIR** values are central to our school ethos at St. Cuthbert’s. Everything we do is rooted in these values and we instil the importance of these in the children. Our rewards system is designed to reflect and acknowledge these:

Faith: Pupils demonstrate they live and learn through faith

Articulate: Pupils can articulate themselves and their views confidently

Appreciate: Pupils show they appreciate one another, their community, and their environment

Independence: Pupils show they can learn independently

Initiative: Pupils take initiative in their learning

Resilience: Pupils try their best and learn from their mistakes

Respect: Pupils show respect for one another and their environment

- Dojo system

This is a positive reward system whereby children earn green points for their avatar. Points earned are for exhibiting our FAIR values. They are awarded by the class teacher or LSA. Dojo points are totalled and, on a Friday, an award is given for the overall dojo winner, for that week, during our whole school celebration assembly. This child will receive a certificate and special badge from the Headteacher. At the end of each term an overall dojo winner is presented with a prize for the highest amount of green dojos received across the term at our Celebration Assembly.

- Stickers and certificates

The children will be rewarded by their class teacher with stickers and certificates for good behaviour and learning.

- PE rewards

Pupils are rewarded to recognise their participation in sport. Each week a star of the week is awarded to a child who has tried really hard in PE. Sportsmen and Sportswomen of the month are recognised through being awarded a cup and a letter home.

- House points

The Dojo points the children win individually, also equate to house points for their school houses. Pupils' efforts contribute to their overall House progress and house points are counted up each week and added to the overall total. The winning house is announced each half term and awarded a house mufti day.

- Recognition Wall/patches

Children's effort and great learning is shared and celebrated in each classroom either on learning patches or on the recognition wall. This enables the children to take pride in their efforts and be recognised amongst their peers.

- Alternative Rewards and Sanctions

There may be some children who do not respond or understand the dojo system of reward and sanctions (for example, some children with SEND). In such cases, the class teacher will work with SENCo to identify tailored rewards and sanctions for that individual child. This alternative reward and sanction system will be conveyed to the adults within the class and the behaviour lead, to maintain continuity.

- Birthdays

Children's birthdays are celebrated each week in celebration assemblies.

Class Rules

- Each class teacher, at the beginning of every school year, will formulate a list of class rules with their children developed from the Mission Statement.
All children and class teacher/teachers will sign the charter, which will be displayed in the classroom.
- When necessary, teachers will devise their own reward system as appropriate to support the reward systems mentioned above e.g. This may be in the form of stickers, marbles in the jar or reward/golden time.
- Timetabled RHE sessions support children to take collective responsibility for solving problems and issues raised by the children themselves.
- Circle time and 'friendly groups' will be used to remind children about positive social interaction with their peers and how their behaviour affects the feelings and actions of others.

CHILD on CHILD ABUSE

All children have a right to attend school and learn in a safe environment. All members of staff at St Cuthbert's recognise that children are capable of abusing other children. St Cuthbert's believes that sexualised behaviour between pupils that has become harmful or abusive is unacceptable and must be addressed.

Responses to Inappropriate Behaviour Choices – Sanctions and Consequences

Fundamentally, we believe that changing a child's behaviour for the good is the main purpose of a school's behaviour policy rather than devising a system of punishments.

Staff are expected to develop a range of strategies at whole school and class level to promote positive behaviour choices and to teach the children the importance of behaving courteously, considerately and safely at all times, and conforming to school rules. This includes restorative approaches for resolving issues where the children are active participants in the process of reflecting on what has happened, listening to one another and agreeing together what needs to happen to make things right.

There are times however when a particular behaviour incident warrants a sanction or consequence because it cannot be tolerated.

All children's needs must be addressed as far as inappropriate behaviour is concerned, irrespective of their gender, social, religious or cultural background.

When staff are reprimanding children, they must focus on the action rather than the child. E.g. 'Your behaviour was dangerous and somebody could have been hurt' rather than 'You are a dangerous child'.

Sanctions are generally (but not always) divided into four main categories:

- **'Removal of Privilege/Pleasure'**: No football; not representing the school in teams and at events. Removal of position of privilege such as house captain.
- **'Removal of Choice'**: Loss of freedom at lunch and break times; walking around with the adult on duty, not being allowed to attend a school club
- **'Removal of Trust'**: A behaviour contract where the child promises to conform to school rules and understands the consequences if they do not, loss of responsibility such as a year 6 duty
- **'Community Duty'**: Making a contribution back to the community the person has damaged, such as litter-picking; working in the hall at lunch time, sorting out the lost property box.

Misbehaviour in class should be recognised by the child as 'a waste of learning time' for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime or unfinished work being taken home. Once a child has made a poor choice it is important a restorative conversation occurs with the child to enable them to reflect on their choices and what they have learnt from it. This conversation takes place between a peer mediator and a child, or a member of staff and a child and leads them through a set of reflective questions to help them unpick what happened, what impact their behaviour had and how they could address the situation next time.

There are levels on the school behaviour policy in terms of dealing with poor behaviour choices. What is to be sanctioned how and when things should be escalated.

Each level has written guidance for staff on sanctions that might be applied if appropriate. The behaviour policy also clearly shows when behaviour concerns are escalated to the next level and how to deal with the behaviour choice.

Communication/Sharing of this Policy

- A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from the school office on request.
- A copy of this Behaviour Policy will be available in the staff handbook.
- All new staff will be provided with a copy of this policy. Learning Support Assistants, Early Career Teachers, temporary staff and all non-teaching personnel should be aware of this policy and be given guidance on how they should put it into practice.

Off Site Visits or Out of School

Subject to the school's behaviour policy, a child may be given a consequence when they are:

- 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 or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Use of Force to Restrain Children

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.

The school has two rooms that can be used for 'time-out', where children can go if they need time to calm down or if their behaviour is causing disruption to the learning of the other children.

The School follows the Surrey County Council ["Touch and the Use of Restrictive Physical Intervention When Working with Children and Young People"](#) guidance (December 2019).

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Touch Policy
- Complaints Procedures Policy

Summary

St. Cuthbert's Catholic Primary School is committed to promoting good behaviour in an atmosphere of mutual respect. The school community has values and expectations of itself that all who choose to be part of that community, be they child, parent or staff member are expected to adhere to. The school community strives to follow the example set by our Lord Jesus Christ. John 13:34 states:

"I give you a new commandment: love one another; just as I have loved you, you must also love one another."

It is the responsibility of all in the school community to work to achieve this aim.

Behaviour Levels for Staff – School Behaviour Policy

Behaviour incident: In all instances the class teacher, or the teacher responsible for the class/child at the time if not the class teacher, investigates the incident and then decides on the appropriate sanction.

Professional judgement should be used when referring to the behaviour policy and much is dependent on the age and stage of development of the child.

	Level	Example in the classroom (not exhaustive)	Example of Sanction
Level 1	Low level disruption	Calling out, distracting others, moving around the classroom etc	Reminder, verbal warning
Level 2	Persistent/moderate behaviour choices	Persistent level 1 choices, refusing to do what is asked, racial or inappropriate language, first instances bullying, low level physical aggression	Moving seats, removal of play time, speak to parents at the end of the day, sent to Phase Lead
Level 3	Serious behaviour choices	Persistent level 2 choices, dangerous physical aggression, throwing furniture or repeated instances of bullying, refusal to cooperate with the school's behaviour policy	Parent meeting with BHL Parent meeting with SLT Internal/external exclusion