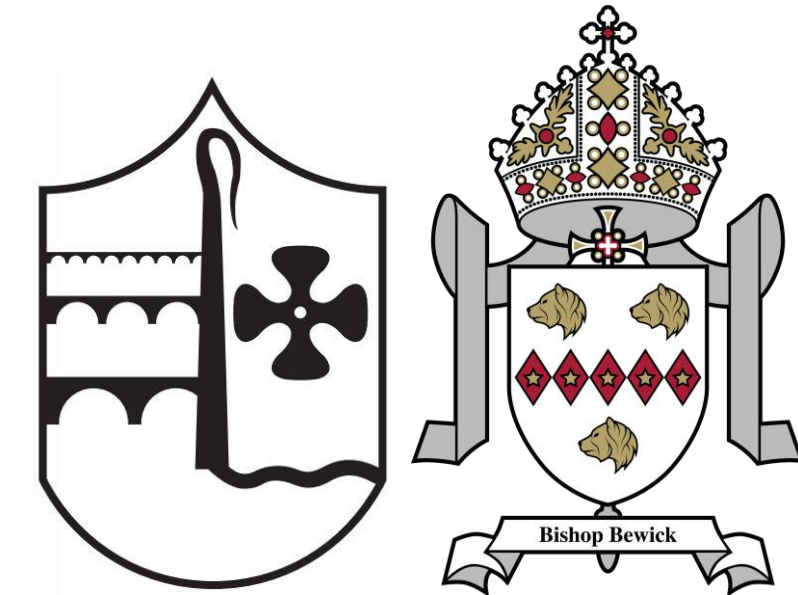


St Cuthbert's Catholic First School



Behaviour Policy September 2023

Policy Title:	Behaviour Policy
Date of Approval:	Sept 23
Approved by:	St Cuthbert's LGC
Date of next review:	September 2024
Name of school/setting:	St Cuthbert's Catholic First School

The Bishop Bewick Catholic Education Trust - Behaviour Statement

It is our aim and intention that every member of a BBCET academy's community feels valued and respected, and that each person is treated fairly and well. All BBCET academies strive to be a caring communities, the values of which are built on mutual trust and respect for all. Each academy's behaviour policy is therefore intended to support all members of our community in living and working together in a mutually beneficial way, promoting an environment in which everyone feels happy, safe and secure. We promote the adherence to simple rules in our academies, but our behaviour policies are not primarily concerned with rule enforcement. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. By taking this approach we expect every member of the community to behave in a considerate way towards others. Our academies must provide a safe and secure environment so that our children and young people thrive and become responsible and increasingly independent members of their academy and the wider school community. This is because we know that good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and remarkable lives as adults. In addition to this Trust-wide statement, BBCET expects each of its academies to develop and publish their own behaviour policy, unique to their own context and setting.

Mission Statement

- We believe that community of St Cuthbert's, at all times and in all that it does, should strive to serve as witness to the Catholic Faith in Our Lord Jesus Christ.
- We believe that parents are the first and foremost educators of their children and that we are called to support them in their God-given task.
 - We believe that the school has a duty to ensure that each child is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally, in a happy, secure and strongly Christian environment.
- We believe that the school has a duty to provide the best possible education for each and every child so they can reach their full potential.

Rationale

We expect excellent behaviour from every pupil in our school. We recognise that our role goes beyond the prevention of poor behaviour and maintaining order. We have a responsibility to promote personal development in the individual and every teacher and member of staff contributes to this.

Our Catholic ethos promotes positive relationships based on respect; pupils are helped to make moral choices about their behaviour and their contribution to the school community.

Each adult must ensure that they are positive role models to the young people that they interact with in the course of their work. When we reprimand, we criticise the act and not the person. Our approach to discipline is preventative and corrective but essentially supportive.

The climate in our classroom is one of mutual respect, encouraging pupils to take responsibility for their own responses to our clearly stated actions. We advocate the encouragement of pupils to exhibit good conduct rather than to rely upon sanctions but in certain circumstances sanctions are considered necessary.

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 [SEND code of practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Aims

- To promote self-discipline
- To raise self esteem
- To promote understanding of and respect for others.
- To have a consistency of approach by all adults working in school.
- To help children develop a clear and acceptable view of what is right and wrong.
- To handle misbehaviour quickly using a range of positive strategies, dealing with children in a consistently fair, firm and caring way.
- Treat all children fairly and with respect
- Talk calmly to children.
- Refer to the behaviour rather than the child – comments should never be personal
- Ensure children are supervised at all times
- Be explicit about unacceptable behaviour
- Be punctual for school sessions and duties
- Provide a challenging, interesting and relevant curriculum
- Listen to children's worries and concerns
- Create a safe and pleasant environment
- Use rules and sanctions clearly and consistently
- Lead by example – modelling positive behaviour in their interactions with children and adults e.g. greeting and holding doors open.
- To recognise each child as an individual
- Be aware of their needs

We acknowledge that we all have responsibilities to support this policy.

All Teaching Staff (Teachers and Teaching Assistants) are expected to:

- Involve pupils in discussion about behaviour and school rules

Children are expected to:

- Show respect and concern for all members of the school community
- Work to the best of their ability and allow others to do the same.
- Obey the instructions of school staff
- Take care of property and the environment in and out of school
- Co-operate with other children and adults
- Share worries and concerns with an adult
- Agree to our home/school agreement at the start of each academic year

Parents are expected to:

- Make children aware of appropriate behaviour in all situations
- Foster good relationships with the school
- Be aware of the school rules and expectations to support the school in the implementation of this policy
- Agree to our home/school agreement at the start of each academic year

Governors are expected to:

- Be aware of the school codes of behaviour
- Monitor the code of behaviour by visiting the school

Non-Teaching Support Staff are expected to:

- Work closely with the teachers and children at school to maintain the codes of behaviour
- Talk calmly to children.
- Observe and monitor the children in their care
- Reward good behaviour as positively as possible
- Follow procedures outlined in the sanctions section
- Report concerns and worries to the appropriate teacher
- Be consistent in their dealings with children

Organisation and Facilities

At St Cuthbert's Catholic First School we will:

- Recognise that good behaviour and learning are improved when students/staff enjoy a pleasant, clean environment. We strive for this, and to ensure that all aspects of our building are fit for purpose.
- Ensure that when graffiti/mess appears it is cleaned up as soon as possible.
- Ensure that toilets are clean, have soap & paper towels.
- Ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of students and teachers e.g. have staff on duty/available to supervise at key points of movement for example on return from break / lunch time.

Core Values

C	Care for each other
U	Use kind words and actions
T	Try all tasks and do your best
H	Have lots of fun
B	Be brave – don't be afraid to make mistakes
E	Everyone is equal in God's eyes
R	Respect school property
T	Tidy up after yourself

Each class has a discussion about the importance of each of these rules they are then displayed around the school and in each class.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation towards another person
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Bullying

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

Bullying can include the following behaviours:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child abuse

Child on child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim

Unacceptable Behaviour

The School Council discussed what we will consider to be unacceptable behaviour and came up with the following:

- cheating
- answering back rudely or aggressively
- telling lies
- being cheeky to any member of staff
- using bad language
- damaging property
- biting, hitting, spitting, kicking
- not doing what an adult has told you

- calling people names
- running in school

The School Council also had bullying as unacceptable behaviour. This is dealt with in a separate Anti Bullying Policy.

Violent Incidents

Where an incident has occurred that has resulted in injury to another child or adult the official 'ANVIL form' will be completed and sent to the LA. Parents/ carers will be notified if this happens.

The use of reasonable force – *see our positive handling policy*

St Cuthbert's Catholic First School has a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of another student(s), reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sort before intervening.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows:-

'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order and discipline'

Reasonable force can be used to prevent a student;

- from hurting themselves or others,
- causing damage to property or
- causing disorder within the class or school grounds.

We may use reasonable force to;

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used parents will be informed and a serious incident form completed.

Rewards and Consequences

Each class sets out its' own reward system for the year ahead. Certificates are presented each week to a child in every year group for; 'good work' across all subjects, along with 'star of the week' for helping or being kind and handwriting awards.

Each child also belongs to a 'house' and individual points can be added to School 360. These points go towards the 'house' total.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security of the school community.

The use of punishment should be characterised by the following:

- It **must** be clear why the sanction is being applied
- It **must** be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences

Sanctions for the child will be decided by the class teacher and could include:

- Having some 'time out'
- Missing playtime/lunchtime
- Time away from or missing choosing time/favourite activity
- Making good any damage caused
- Writing a letter of apology

Should a child persistently make a poor behaviour choice or should a child make a behaviour choice which includes physical violence, aggression, fighting, swearing or insulting behaviour towards other children or staff then that child will be taken to see the head teacher or deputy head. Parents will be informed and sanctions used as appropriate. This behaviour will be logged on CPOMS.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through using minor sanctions.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. The school will seek advice and support from a specialist such as the Educational Psychologist or Behaviour Support Team.

Exclusion

In some cases it may be necessary to exclude a pupil if they have directly breached our behaviour rules. In accordance with our Catholic ethos, this will be a last resort and only considered after other avenues have been explored. Only the Head teacher can exclude a student from school. Student misbehaviour must be recorded appropriately ahead of any decision to exclude. There are legal procedures which relate to exclusion, including a right of appeal. St Cuthbert's RC First School will only use the sanction of fixed term/permanent exclusion for persistent refusal to comply with our Behaviour Policy or for individual incidents of a serious nature. Such incidents may include:

- Abusive or threatening behaviour towards a student, member of staff or school visitor
- Violence towards a student, member of staff or school visitor
- Damage to school property
- Theft of school property or the property of another person
- Bringing illegal substances (including alcohol) onto school premises
- Bringing a knife or other weapon onto the school premises
- Presenting a serious risk to self or to other members of the school community

In such serious cases, where fixed term exclusion or permanent exclusion is considered, we will:

- Thoroughly investigate the matter following DfE procedures
- Seek a wide range of witness statements to establish facts
- Provide anonymity (as far as possible) to all concerned
- Take time to discuss the matter with other agencies (where appropriate)
- Reflect carefully before making the decision to exclude

Communicating with parents

The school endeavours to achieve good home/school liaison by

- Promoting a welcoming environment within the school which fosters open and honest relationships between school staff and our families.
- Giving regular feedback to parents e.g. parent consultations, conversations at the end of a school day, certificates and stickers.
- Keeping parents informed of school activities via Schoolcomms
- Involving parents at an early stage in problems regarding learning or behaviour. Including if a behaviour plan needs to be put in place for a child and/or an outside agency is required for support/advice