



## St. Cuthbert's Catholic Primary School

### Positive Behaviour Policy

*'Every child has the right to meet up with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.'*

Article 15: United Nations Convention the Rights of the Child

#### Rationale

Positive behaviour is a necessity to create and maintain an orderly working environment in which all members of the school community feel safe and secure. This policy has been reviewed and approved by governors (October 2024).

#### Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone, where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose and belonging.

#### Teaching Positive Behaviour

We believe that positive behaviour in children stems from learning the core skills and abilities identified in our Religious Education (RE) and Personal, Health and Social Education (PHSE) programmes of study and our values in school. These include:

- Independence and organisation
- Respect for others and the environment
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty and integrity



We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through assemblies, COW liturgical prayer, house meetings, RE, RSE and PHSE programmes of study and the curriculum.

*The school's Behaviour Policy should be reviewed annually.*

Each class should work together to establish their class charters in September. These are based on the United Nations Convention for the Rights of the Child (UNCRC) and are promoted by UNICEF. They allow the classroom to operate effectively within a safe, happy and busy learning environment where all children achieve and uphold their rights. Playground rules are established in the same way so that the playground is a safe, happy and fair place to be. These will be shared with parents early in the Autumn Term and displayed on our website.

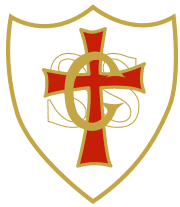
## **Rights and Responsibilities**

### **School Responsibilities**

- To promote and uphold the Positive Behaviour Policy
- To ensure the whole school community is consulted about the principles of the Positive Behaviour Policy
- To ensure the Positive Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation
- To ensure that all staff are clear as to the implementation of disciplinary procedures and receive appropriate professional development
- To make alternative provision for fixed 6-day exclusions etc.

### **School Rights**

- To make clear the school's statutory right to discipline pupils and the expectation that pupils and parents will respect this to maintain a positive learning environment
- To enforce the Positive Behaviour Policy for all children from Nursery (EYFS) to Year 6
- Not to tolerate violence, abuse or threatening behaviour from pupils or parents. If a parent does not conduct themselves properly, they may be banned from school premises and/or be liable to prosecution
- To take a firm action against pupils who harass or denigrate school staff on and off the premises and to engage external support as appropriate



### **Child Responsibilities**

- To follow reasonable instructions from staff, to follow class charters and rights and responsibilities from the UNCRC accepting sanctions in an appropriate way
- To behave sensibly when wearing school uniform out of school
- To bring to school only the things which they need and not unsuitable items.
- To respect our school and everyone in it
- Not to harm or bully anyone in school
- To respect any arrangements put in place to help them with their behaviour

### **Child Rights**

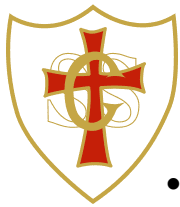
- To work with parents and staff to develop our Positive Behaviour Policy
- To have safe, happy classrooms where they can learn without disruptions
- To know that they will be listened to if someone behaves badly towards them and to know that that person will receive sanctions
- To know that they can speak to the Head Teacher or Governors if they feel we have been treated unfairly
- To know the teachers will speak in private to their parents if they have concerns about behaviour
- To know that their parents can speak in private to their teachers if they have concerns about their behaviour or that of someone else in school
- Teachers know which sanctions fit which misbehaviours and they use them accordingly
- Positive Behaviour Policy and class charters are known and understood by everyone in our school community

### **Parent Responsibilities**

- To promote and uphold the Positive Behaviour Policy
- To respect the disciplinary authority and professionalism of staff
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the class teacher in the appropriate manner
- To work with school to support their child's positive behaviour
- In the event of an exclusion, to ensure their child is not in a public place during school hours in the first 5 days of exclusion and to attend a reintegration interview at the end of the fixed period
- To understand that the behaviour of their child outside of school is their parental responsibility and that issues that may arise out of school (separate to school life) should be dealt with outside of school

### **Parent Rights**

- To contribute to the development of the Positive Behaviour Policy
- To expect their child to be safe, secure and respected in school
- To have a complaint made about their child being bullied to be taken seriously by staff and investigated and resolved as necessary in as confidential a manner as possible – *cross ref. with Anti-Bullying Policy*
- To have teacher concerns about their child's behaviour addressed in privacy



- To appeal against a decision to exclude their child, first to the Governing Body, then, in cases of permanent exclusion, to an independent appeal panel
- To appeal to the Head Teacher, governors, BWCET and the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably

## Rewards and Sanctions

### **Positive Rewards**

We believe that children should be encouraged to behave well and work hard. All children are rewarded for their positive behaviour in line with this Policy.

Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are necessary and appropriate. We use the following positive rewards:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Head Teacher
- Stickers
- Star charts
- Certificates
- Weekly Star Awards
- Displaying work
- Celebration Assemblies
- House points
- Postcard/note home
- Extra/Golden playtime

Individual classes have additional reward systems.

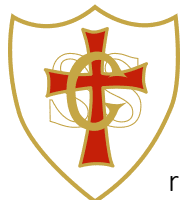
We believe it is essential that all children can receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

### **Sanctions**

To discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves, staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

We aim to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary, (please note that the lists are not exhaustive).

Continual poor behaviour will result in a child missing a playtime and spending the time 'on reflection', that is, reflecting on their behaviour with a member of staff and completing a



reflection form which will be shared with parents. This is a restorative approach and focuses heavily on the UNCRC's rights of the child.

### Lunchtimes

The lunchtime break may, on occasions, give rise to misbehaviour. The lunch break is supervised by staff. An immediate response to low to moderate misbehaviours is to have 'time out' by standing next to the wall for a specified period. Serious misbehaviours are dealt with immediately by members of the teaching staff. Issues with behaviour will be reported to the class teacher at the end of the lunch break and dealt with appropriately. Serious behaviour will be logged.

**Table 1: Behaviours**

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> <li>• Fidgeting or fiddling</li> <li>• Telling tales</li> <li>• Punctuality</li> <li>• Dropping litter</li> <li>• Noisy e.g. talking/shouting</li> <li>• Failing to keep on task</li> <li>• Leaving desks</li> <li>• Time wasting</li> <li>• Running in corridors</li> <li>• Pushing in line</li> <li>• Chewing gum</li> <li>• Borrowing without permission</li> <li>• Leaving work area untidy</li> <li>• Wearing non-uniform or jewellery</li> </ul> <p>Any persistence of low-level behaviours would move into the moderate level. Warnings may be given to prevent escalation of this behaviour.</p>	<ul style="list-style-type: none"> <li>• Consistently shouting out</li> <li>• Poor effort</li> <li>• Distracting others continuously</li> <li>• Telling lies</li> <li>• Bad Language (one off)</li> <li>• Unprepared for work (continuously)</li> <li>• Unkind Remarks</li> <li>• Persistently telling tales</li> <li>• Disrespect to others</li> </ul> <p>Repeated incidents of any moderate behaviour – Head Teacher informed.</p>	<ul style="list-style-type: none"> <li>• Serious assault including violence or harassment</li> <li>• Child on child abuse</li> <li>• Vandalism e.g. extreme damage to school property / toilets</li> <li>• Serious physical or verbal threats made to staff or pupils</li> <li>• Use of drugs or solvents</li> <li>• Stealing</li> <li>• Racist behaviour</li> <li>• Homophobic behaviour</li> <li>• Violent outbursts (verbal or physical)</li> <li>• Leaving school without permission</li> <li>• Any form of bullying including cyber bullying</li> <li>• Fighting</li> <li>• Disregarding supervisors</li> <li>• Refusal to cooperate</li> </ul> <p>Fixed term exclusions will be used as a last resort when</p>



		other forms of sanctions have failed.
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Breaches to the following policies will be reported to the Head Teacher / Deputy Head Teacher, investigated on an individual basis and recorded appropriately:

- Keeping Children Safe in Education, September 2024
- Equality Policy Statement, January 2021

The following sanctions and procedures will be used for any breaches to the policies outlined above.

**Table 2: Sanctions and Procedures** – please note, sanctions will always be related to the age and experience of the child.

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> <li>• Frown</li> <li>• Verbal</li> <li>• Withdrawing attention</li> <li>• Repeat activity properly</li> <li>• Sit alone</li> <li>• Reward others</li> <li>• Warning</li> <li>• Related sanction e.g. completing work, cleaning up mess</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Time instead of Golden Playtime</li> <li>• Standing with an adult at break time / lunchtime for a specified time</li> <li>• Completion of unfinished work</li> <li>• Letter to parents</li> <li>• Loss of privileges – as appropriate</li> <li>• Referred to a member of Leadership, the Deputy Head Teacher or Head Teacher</li> <li>• Daily / Weekly Behaviour Report</li> </ul>	<ul style="list-style-type: none"> <li>• Send to Head Teacher</li> <li>• Involve parents</li> <li>• Involve SENCO if appropriate</li> <li>• Involve outside agency</li> <li>• Involve Trust Safeguarding Director</li> <li>• Fixed term exclusion</li> </ul>

### Involving Parents

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children is provided through curriculum meetings and newsletters.

Should a child's behaviour continue to give concern he or she may be referred to a member of the Leadership Team and parents may be informed. At the next stage, children will be referred to the Head Teacher who will contact the parents to discuss the problem. Serious incidents will be referred directly to the Head Teacher who will contact parents.



At each stage, the referral system allows the teacher to find out if there are any factors that may be contributing to the child's behaviour.

Where concerning behaviour continues despite all the above procedures the child may be referred to the Special Needs Coordinator (SENCO) if appropriate, who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents.

The plan will be reviewed regularly and updated appropriately. Where necessary, referral will be made to a specialist teacher or outside agency.

In very exceptional circumstances the procedures for suspension and expulsion will be initiated, following Bishop Wilkinson Catholic Education Trust and Durham County Council Local Authority guidelines.

### **In-service Training Needs:**

In keeping with the school's development plan, in-service training needs will be identified and addressed. In addition, we will endeavour to ensure staff are made aware of all relevant and available in-service training.

*A.Garrity* September 2024

Approved by Governors: March 2010

Reviewed and approved: June 2012

Reviewed and approved: March 2014

Reviewed with Parents: June 2016

Approved by Governors: September 2016

Reviewed and approved: March 2021

Reviewed with staff: June 2022

Approved by Governors: December 2023

Reviewed with staff: October 2024

Approved by Governors: 23.10.24