

# St Cuthbert Mayne Catholic Primary School

## BEHAVIOUR POLICY 2023-2024

### Aims and expectations

At St Cuthbert Mayne Catholic Primary School we recognise that behaviour is a communication of a need. We aim to:

- Create a learning environment where the whole community feels safe and happy.
- Develop a sense of self-confidence, self-esteem and independence.
- Develop self-awareness so that children are better able to manage their own behaviour. This helps them become self-regulated and responsible for their actions.
- Foster good working practices in which the individual's strengths and talents are recognised and developed.
- Create an ethos in which adults and children respect and value each other.
- Create conditions for an orderly community where the rights of the individual as well as the group are observed and protected.
- Develop children's ability to become active learners.
- Ensure consistency and uniformity in all discipline related matters whilst recognising the uniqueness, value and worth of each individual.
- Uphold the school values of achievement, faithfulness, happiness, kindness, love, respect, hope and responsibility.

### 1. Code of Conduct

- Everyone has a responsibility to contribute positively to the school community and live out the Gospel values.
- All members of the school community will adhere to our school rules;
  - **READY, RESPECTFUL, SAFE**
- Being **ready to learn** by following instructions, listening and joining in, trying our best and following the rules and routines.
- Being **respectful** by using good manners, treating everyone with kindness and looking after our school environment.
- Being **safe** by following instructions, using kind words and actions, moving around the school sensibly, keeping our environment tidy, using equipment responsibly and staying safe online and out of school.

## **2. Roles and responsibilities in promoting positive behaviour**

### **The Governing Body will:**

- Support the Head of School and staff in the implementation of the behaviour policy

### **The Head of School will:**

- Implement the school behaviour policy consistently throughout the school by setting high standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet the parents/carers when necessary

### **Staff will:**

- Adhere to the Xavier Code of Conduct
- Adhere to the behaviour policy and provide a positive role model
- Ensure that response to unwanted behaviours should always be reasonable, proportionate and necessary. Challenge and address all forms of discrimination and seek to resolve conflicts
- Explicitly teach, model and uphold the school rules; ready, respectful, safe
- Create a class charter with their pupils which outlines the rights and responsibilities of everyone in the class.
- Explicitly teach, model and uphold the school values of achievement, faithfulness, happiness, kindness, love, respect, hope and responsibility
- Explicitly teach and refer to the Zones of Regulation as part of our PSHE curriculum to support children with their emotional regulation.
- Use scripted conversations for behaviour interventions when a rule has not been upheld in order to diffuse situations in a calm and consistent manner.
- Use restorative follow up scripts after conflicts between peers to ensure children have opportunities to have their thoughts and concerns communicated and heard
- Use non-verbal's as appropriate to manage behaviour.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents (teachers and where appropriate TAs, LSAs and support staff)

**Children will:**

- Seek support from an adult if they have any concerns or worries
- Uphold the school values of achievement, faithfulness, happiness, kindness, love, respect, hope and responsibility
- Uphold the school rules; ready, respectful, safe
- Create a class charter collaboratively with their teacher which outlines the rights and responsibilities of everyone in the class.
- Respond to support from adults to remedy poor choices
- Engage with the restorative follow up procedure after conflict
- Be aware of their own emotions and actions and know how to regulate themselves (with support if necessary) through the Zones of Regulation.
- Be excellent ambassadors for the school

**Parents, Carers and Families will:**

- Uphold the school values of achievement, faithfulness, happiness, kindness, love, respect, hope and responsibility
- Uphold the school rules; ready, respectful, safe
- Ensure that children attend school and are punctual
- Ensure that children come to school prepared e.g. wearing correct uniform, prepared for the weather, bringing in completed home learning on time, returning permission slips in a timely manner
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if there are concerns about the way their child has been treated. Should concerns remain, contact a member of the Leadership Team.
- Initially contact the class teacher if they feel their child's behaviour is impacting on the child's emotional well-being

### **3. Whole School Behaviour System for the Classroom: A restorative approach to behaviour.**

The principle behind this system is:

- Consistent, calm adult behaviour.
- Praise the positive
- A staged approach for consequences
- Scripting difficult interventions.
- Restorative follow-up.

#### **Rewards System**

Our reward systems encourage and acknowledge all children who follow the school's expectations for behaviour and those that achieve their personal best. Each class has a ready respectful safe recognition display with their class charter at a level for the children. When a child upholds one of the rules they are rewarded by having the teacher explicitly praise their behaviour.

We are careful to avoid damaging intrinsic motivation so avoid 'if then' rewards for stickers and postcards. Rather these should be used to recognise achievement not as the primary motivation for the achievement.

Staff also use the language of ready respectful safe throughout the day.

To reward positive behavior teachers may:

- Award house points
- Award stickers
- Postcards home

#### **Class affirmations**

After lunch each day children nominate one person in the class who has demonstrated a strength with regards to one of our learning behavior expectations and this is publically acknowledged through recognition and praise.

#### **Special Achievement Assembly**

Every week class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional. They are awarded a certificate by their class teacher/s during a whole school celebration collective worship.

#### **Termly School Values Ambassador Awards**

Each term, two children from each class are chosen by their class teacher in conjunction with the Head of School for showing that they have kept all the School Values across the whole term.

#### **Consequences**

- Adults should self-regulate so that they can respond in a reasonable, proportionate and necessary way
- Adult use least intrusive skills to redirect behaviour

Consequences are a gradual response, see table overleaf:

	Example Behaviours	Example Consequences	Children to Know & Comments
<b>S T A G E 1</b>	Wandering about Calling out Interrupting teacher when talking to whole class Interrupting other pupils Ignoring minor instructions Talking with other pupils Silly noises Pushing in line.	Gentle reminder of expected behaviours and your belief they can achieve it —benefit of the doubt  Zones of Regulation strategies	<i>I believe you can do it. Each day is a fresh start.</i>  After several repetitions within a certain time period e.g. 3 incidents in a morning, appropriate to yr. group expectations a warning is given that the next time it changes to STAGE 2. Personal reward system in place e.g. credit/debit chart
<b>S T A G E 2</b>	Not responding to teacher's requests to work. General refusal to do anything. Minor challenge to authority. Use of inappropriate language. Annoying other children / disruption of other children's learning (impact on individual or small group of learners).	<u>Use script for behaviour intervention.</u> (See Appendix 1)  Reflection time within the classroom/playground Zones of Regulation strategies Minutes from break/lunch to finish work. Completing a reset form Repair damage to property or community payback during free time/play time e.g. litter picking. Use a restorative approach	<i>Thinking time is powerful.</i>  <i>Complete work set by teacher – it is a reward to be part of our community.</i>  Minimal use of words. 3 repetitions within a day to STAGE 3.  <u>Restorative follow up</u> See Appendix 2
<b>S T A G E 3</b>	Deliberately creating a disturbance (impact on whole class). Deliberately throwing light objects. Intentionally hurting someone through reckless behaviour likely to cause harm to self or others, or deliberately hurting – e.g. pinching, pushing, holding. Intentionally damaging school/pupils' property (e.g. stationery). Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Swearing or other harmful/offensive name calling. Multiple reset forms issued in a week	<u>Use script for behaviour intervention.</u> (See Appendix 1)  Separation from the rest of the class group – e.g. desk at the back, or work in another class, or stand with a member of staff in playground. Completing a reset form Zones of Regulation strategies Exclusion from class, with work. Parents invited to meeting with class teacher to discuss behaviour. Individual behaviour plan.	<i>It is now escalating and there are future consequences.</i>  <i>Expectations and consequences will be agreed with parents. We want the best for you.</i>  If behaviour is consistent and/or multiple reset forms have been issued in a week then begin an individual behaviour support plan to target specific behaviour. If behaviour is consistent, possible involvement of external agencies. Record in class report book (for monitoring purposes). 3 repetitions within a day to STAGE 4 <u>Restorative follow up</u> See Appendix 2
<b>S T A G E 4</b>	Bullying including Cyber Bullying Deliberate discrimination against other children including sexual harassment. Repeatedly leaving classroom without permission. Fighting and intentional physical harm to other children –e.g. punching, kicking, hair pulling, biting, hands on necks, aggressive wrestling. Throwing heavy / hard objects in a dangerous but untargeted way. Serious challenge to authority (e.g. refusing to carry out a sanction / refusing to follow instructions designed to keep self and others safe). Verbal abuse to any staff. Deliberately causing permanent damage to school property (eg. graffiti, damage to fixtures and fittings). Stealing. Verbal threats to harm others including racist, sexist, homophobic or discriminatory language or behaviour.	<u>Use script for behaviour intervention.</u> (See Appendix 1)  Time out in a safe place Zones of Regulation strategies School contact with parents on same day as incident. Internal Exclusion recorded on CPOMS Parents invited to meeting to discuss behaviour. Possible suspension.	<i>It is now escalating and there are future consequences.</i>  <i>Expectations and consequences will be agreed with parents. We want the best for you.</i>  Possible involvement of outside agencies.  <u>Restorative follow up</u> See Appendix 2  See Appendix 4
<b>S T A G E 5</b>	Physical abuse to any staff. Very serious challenge to authority of school senior leadership. Verbal threats to hurt others while holding a potential weapon. Extreme danger or violence (including sexual violence) towards self or other (e.g. throwing heavy / hard object at another person; hitting someone with an object such as tennis racket).	Probably means immediate external suspension.* Involvement of parents in supporting pupil at School A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. <i>DfE 2023</i>	DfE Exclusion Guidance See Appendix 4

\*The Head of School's discretion will be used where: a pupil has identified special educational needs and it would not support their learning needs to be subject to a suspension; the school is aware of pupil mental health concerns; the school is aware of bullying concerns; factors such as recent bereavement impact on behaviour.

## Appendix 1

### Scripting conversation for a behaviour intervention when a rule has been broken

- Removes 'magic' systems and bribes
- Relationship management allows adults to become more skilled at defusing behaviour
- 30 second conversations for one-to-one interventions for poor behaviour
- When child is calm

**1** – Gentle approach, personal, non-threatening, side on, eye level or lower.

**2** – State the behaviour that was observed and use professional judgement to decide whether to

- tell the child which rule was broken
- ask the child which rule was broken

*You need to understand that every choice has a consequence and your behaviour is disruptive/dangerous.*

**3** – Tell the learner what the sanction is.

*If you choose to (insert desired behaviour), that would be fantastic. If you choose not to, then this will happen... (consequence)*

Immediately refer to previous good behaviour as a model for the desired behaviour.

*Do you remember earlier today when you....that's who I want to see now. I'll leave you to make your decision.*

**Follow with:** *You are going to be brilliant. I believe you can be a success. I care about what happens.*

**4** – Walk away (if safe or appropriate); allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.

**5** – Look around the area with a view to catch somebody following the rules.

## Appendix 2

### Restorative Follow up

Restorative Practice is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful it;

- Should not be delegated to a colleague
- Should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- Discusses the poor behaviour or incident: not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for adults to reinforce there is no other place you would prefer children to be other than here at St Cuthbert Mayne.

<b>KS2</b>	
<p>Responding to those who have been harmed...</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were your thoughts?</li> <li>3. How has this affected you?</li> <li>4. What has been the hardest thing?</li> <li>5. What do you think needs to happen now?</li> </ol>	<p>Responding to those with challenging behaviour...</p> <ol style="list-style-type: none"> <li>1. Can you tell me what happened? <i>Neutral third person</i></li> <li>2. What were you thinking about? <i>Not here to judge or lay blame</i></li> <li>3. Who has been affected? <i>Avoid asking why</i></li> <li>4. How do you think they feel now? <i>Chance to consider empathy.</i></li> <li>5. What do you think needs to happen now? <i>Chance to feel listened to.</i></li> </ol>
<b>KS1 / EYFS</b>	
<p>Responding to those who have been harmed...</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were your thoughts?</li> <li>3. How has this affected you?</li> <li>4. What has been the hardest thing?</li> <li>5. What do you think needs to happen now?</li> </ol>	<p>Responding to those with challenging behaviour...</p> <ol style="list-style-type: none"> <li>1. Can you tell me what happened? <i>Neutral third person</i></li> <li>2. What were you thinking about? <i>Not here to judge or lay blame</i></li> <li>3. Who has been affected? <i>Avoid asking why</i></li> <li>4. How do you think they feel now? <i>Chance to consider empathy.</i></li> <li>5. What can you do to make things better? <i>Chance to feel listened to.</i></li> </ol>

## Appendix 3

### Wraparound Care

Our wraparound care unit is sited on our premises and acts as an extension of the school day. As such, pupils are expected to adhere to the usual behaviour expectations set out in this policy. If the child does not respond to behaviour management strategies from a member of our wraparound care team and if their behaviour choices do not improve, the child is referred to the Head Teacher, Deputy Head Teacher or member of SLT. Children who consistently refuse to comply with these behaviour expectations may be asked not to come to wraparound care.

### Discipline of pupil behaviour outside school

St Cuthbert Mayne Catholic Primary School expects positive behaviour by pupils both on and off the school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. Schools have a statutory power and obligation to regulate the behaviour of pupils when off school premises even if not supervised by school staff. St Cuthbert Mayne Catholic Primary School expects positive behaviour off school site. As such the school policy aims to ensure:

- Good order on transport, educational visits or sports events;
- Behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- Reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- The protection of individual staff from harmful conduct by pupils of the school when not on the school site.

Should a disciplinary incident occur involving a St Cuthbert Mayne pupil the school would consider the following criteria in conjunction with our behaviour guidelines:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.

Related to this the school would consider:

- Whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or in otherwise close proximity to the school;
- Whether the misbehaviour was whilst the pupil was taking part in an educational activity as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

### Confiscation, including the retention and disposal of inappropriate items

If any member of staff considers it appropriate, it is lawful for the school to confiscate pupils' property as a disciplinary sanction, although it must be a reasonable sanction in the circumstances of the particular case. If staff consider it appropriate it is lawful for the school to confiscate pupils' property as a disciplinary sanction, though it must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be

reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defense for school staff who have reasonably confiscated pupils' property. For the confiscation to be lawful it must be proportionate, necessary in a democratic society and in the pursuance of a legitimate aim. Generally, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

However, proportionality is very relevant, and that in turn depends on the value of the property. For example, if a pupil is playing music loudly on a personal music player, it is likely that total destruction of the device after it has been seized is disproportionate, which would make such a step unlawful. Taking the device and returning it at the end of the school day is much more likely to be a proportionate response. On the other hand, if a paper ball or piece of chewing gum has been confiscated, disposal of the item is likely to be a proportionate response. The school adheres to the guidance outlined in 'Searching, Screening and Confiscation – Advice for schools' July 2022 issued by the DFE when searching suspected pupils and or their property for the following prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- and pornographic images.

It also deals with the seizure of items found during the course of a search.

The guidance highlights the fact that no member of staff, unless authorised by the head teacher, can undertake a search.

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training
- The search must be undertaken by a staff member who is the same sex as the pupil
- Where possible, it should take place out of public view.

Schools should note however that the legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out his/her pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

### **Taking account of individual pupil needs**

In accordance with our mission statement, St Cuthbert Mayne Catholic Primary school respects the uniqueness of the individual and as such takes into account SEN, disability and the circumstances of other vulnerable pupils. A child's individual needs, known to the school, may require additional intervention in order to enable him or her to conform to behavioural expectations. Adaptations to the behaviour guidelines will be made as appropriate to reflect

strategies included in pupils' individual risk and needs assessments or EHCPs, where this applies.

Schools need to take account of SEN, disability and the circumstances of other vulnerable pupils by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools – Disability Discrimination Act 1995) and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001. St Cuthbert Mayne has done this in our equality policy which should be read in conjunction with the behaviour policy.

The factors below require consideration in order to take account of individual pupils' needs and circumstances when applying the school's behaviour policy, regarding, in particular: race, religion and culture; and SEN, disability and the circumstances of other vulnerable pupils.

### **Race, religion and culture**

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents/carers of different racial groups.
- Schools should ensure staff members are well informed about cultural differences in behaviour and their implications.
- Schools should support newly-arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.
- In connection with dress codes and appearance, schools are required to take appropriate account of the cultural and/or religious needs of particular pupils. In drawing up or reviewing their policies, schools should reach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of all pupils, effective teaching and learning, the promotion of a strong, cohesive school identity and harmony between the different groups represented in the school.

### **SEN, disability and vulnerable pupils**

- Schools must make reasonable adjustments in the application of their behaviour policy to pupils with disabilities
- Schools must make special educational provision for pupils whose behaviour related learning difficulties call for it to be made
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils
- Schools should identify at-risk pupils in advance
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils
- Schools should ensure that all those in contact with the pupil know what has been agreed
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- Schools should ensure that all staff are aware of appropriate referral procedures

## **Appendix 4**

### **Suspension and Permanent Exclusion**

A decision to suspend or permanently exclude, either internally, for a fixed-period or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension or permanent exclusion may be necessary.

A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Sexually inappropriate behaviour
- High-level disruption to lessons
- High levels of non-compliance

Only the Head of School, or acting Head of School, can suspend or permanently exclude a pupil from school on disciplinary grounds. The Head of School will only use permanent exclusion as a last resort. If the Head of School or acting Head of School is considering suspension or permanent exclusion, they will follow the [Suspension and Exclusion Policy](#) and most recent Exclusion Guidance [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England, including pupil movement - 2023](#).

Internal exclusion is when a child is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal exclusion will be proportionate to the behaviour. Parents will be informed when an internal exclusion is issued. The child will have access to movement breaks, toilet facilities, water and snacks/lunch.

Suspension is when a child is suspended from school and must remain at home for a fixed period of time. Suspension will only be used for serious breaches of the behaviour policy.

Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others.

## Appendix 5

### Child on child abuse

At St Cuthbert Mayne Catholic Primary School we believe that all children have a right to attend school and learn in a safe environment.

All members of staff at St Cuthbert Mayne Catholic Primary School recognise that children are capable of abusing other children. St Cuthbert Mayne Catholic Primary School believes that sexualised behaviour between children that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSIE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up

St Cuthbert Mayne Catholic Primary School recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'up skirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child on child abuse, St Cuthbert Mayne Catholic Primary School will:

- Implement a robust behaviour and anti-bullying policy
- Promote positive trusting relationships between staff and pupils so that all school staff are seen as trusted adults.
- Provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- Provide a range of reporting processes including worry boxes, telling a trusted adult.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or email address [help@nspcc.org.uk](mailto:help@nspcc.org.uk)