

St Cuthbert's Catholic Primary



Positive Behaviour Policy

Date Adopted/Reviewed:	2024/25
Person Responsible:	Headteacher

Signed: (Person Responsible) **Date:**.....

Signed: (Headteacher) **Date:**.....

Signed: (Chair/Governor) **Date:**.....



St Cuthbert's Catholic Primary School

Our Values

Loving Honest

**Charitable
Respectful**

Aspirational Faithful

Positive Forgiving

Our Mission Statement

**With Jesus we love, learn
and pray;
to grow in the St
Cuthbert's way.**

Our Aims

- To proclaim Jesus Christ as the centre of our school community.
'Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'
Proverbs 3:5
- To enjoy times of prayer and worship together.
'Our Father in heaven, hallowed be your name, thy kingdom come, your will be done, on earth as it is in heaven.'
Matthew 9-10
- To be a vibrant place; where we can all feel loved, and all visitors are welcomed with warmth and respect. Recognising that everybody is created in the 'image and likeness of God.'
'Welcome one another as Christ has welcomed you, for the glory of God.'
Romans 15:7
- To promote; a love of learning, an enthusiasm to succeed and aspirations to 'dream big'.
'Commit your work to the Lord, and your plans will be established.'
Proverbs 16:3
- To ensure each and every one of us has the opportunity to thrive; to share the 'gifts' we have been blessed with, and to achieve to our full potential in all that we do.
'I can do all this through him who gives me strength.'
Phillipians 4:13
- To feel safe, respected, loved and valued, so we have the confidence and resilience to 'make a difference'.
'God is our refuge and strength, an ever-present help in trouble.'
Psalm 46:1
- To be a shining light in our parish, in our community and in our world.
'For where two or three are gathered in my name, there am I among them.'
Matthew 18:20
- Be a place where it is OK to make mistakes. Forgiveness makes every day a new beginning.
'Forgive, and you will be forgiven.'
Luke 6:37



Positive Behaviour Policy

Principles and Aims

At St Cuthbert's we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy seeks to create a calm and caring learning environment that reflect our Core Values and Mission, by:

- recognising and promoting positive behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- encouraging a respect for ourselves, for others and for property
- ensuring consistency of response to both positive and negative behaviour
- stressing the importance of early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- developing positive relationship with parents and carers - in order to ensure a shared approach, (involving them in the implementation of the school's policy and associated procedures)
- recognising the importance of forgiveness, reconciliation and daily renewal
- promoting a restorative approach to resolving behaviour issues

St Cuthbert's aims to be a restorative school. Taking a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Striving to be a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour and disputes.

Strategies

The strategies arising from this policy have been developed by the Headteacher and staff, in consultation with the pupils, parents and governing body; and with the guidance of Local Authority (LA) TESS (Targeted Educational Support Service). Whilst creating this policy we have also consulted with, and undertaken staff and pupil training on the use of restorative approaches with TYSS (Targeted Youth Support Service). We will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The strategies will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Rights, Responsibilities and Roles

At St Cuthbert's we believe that every member of the school community has the right to:

- feel valued and respected
- feel happy, safe and secure
- be treated fairly and in a consistent way
- the opportunity to achieve

Every member of the school community has an important role, and should take responsibility (age, development and position appropriate) for their part in establishing a positive behaviour culture and calm whole school environment.

- The governing body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

- The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
- All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.
- The governing body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- Parents/carers will be expected to take responsibility for the behaviour of their children. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Pupils will be expected to take responsibility for their own behaviour, and will be made fully aware of the school procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

In order to foster positive outcomes, and to support each other, all members of the school community should engage in restorative approaches.

Expectations and Rules

Children are expected to keep rules appropriate to age and development. Class expectations should be negotiated with the children for clear understanding and ownership. High levels of social behaviour based on respect are encouraged and consistently expected.

Our whole school rules are:

- We are Gentle & Loving
- We are Kind and Helpful
- We are Honest
- We are Respectful
- We have a Positive Attitude to Learning
- We are Forgiving

These are rooted in our core values.

Curriculum

Religious Education permeates the whole of school life at St Cuthbert's. Pupils are encouraged to accept responsibility for their own actions and relationships and to care for themselves, each other and the environment. As a Liverpool Archdiocesan school St Cuthbert's follows the 'Come and See' RE programmes of study.

We design our curriculum to meet the unique needs of the children of St Cuthbert's. Our values permeate the curriculum, with SMSC (Spiritual, Moral, Social, Culture) considered fundamental to the provision across all subjects. Each subject develops a vision statement, which includes what the curriculum should aim to deliver for every child at St Cuthbert's. We believe that positive behaviour and attitudes should be promoted in all subjects and all areas of school life.

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school is on *reward* and *praise*, which should be given whenever possible for both work, behaviour and attitudes.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to rewards and sanctions, which allows children to identify the next consequence step. Some children may also have an individual behaviour plan detailing alternative rewards and sanctions.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Positive recognition is the cornerstone of the school's behaviour policy. The positive recognition system we use for behaviour is the same as that used for academic work.

Positive recognition is given for:

- Achievement of desired behaviour and/or attitude
- Improvements in behaviour

For outstanding achievements, rewarding good behaviour, improvements, or effort, pupils will receive various rewards, appropriate to the age of the child, which could take the form of:

- ✓ A smile from the teacher
- ✓ Verbal or written praise (e.g. special notes, praise postcards)
- ✓ Stickers, smiley faces, stars and badges
- ✓ Class based reward systems
- ✓ Choose time (eg golden time)
- ✓ Sent to another member of staff or the Headteacher for praise
- ✓ Reporting of good behaviour to parents
- ✓ Special responsibilities/jobs or privileges
- ✓ House points
- ✓ Certificates
- ✓ Visit to / Reward from phase leader, DHT or HT

We have a weekly 'Celebration Assembly' – whole school or key stage. Reward of positive behaviour and attitudes to learning are central to this.

House Points

All the children in school are divided into four 'House Point Teams' (St Matthew, St Mark, St Luke, and St John). The children's individual points are recorded for their team and are totalled weekly. The winning team is presented with the 'House Point Certificate' at the 'Celebration Assembly'. House certificates are displayed in a shared whole school position (eg Hall). At the end of each term the team with the most certificates receives a reward (to be organised by the staff designated to that team). Please note, taking away of previously earned house points should not be used as a consequence.

Whole School Certificates

Each class teacher chooses a child or children to receive the 'Values' certificate which is based on attitude or behaviour displayed linked to one or more of our core values. In addition, staff will be asked to choose another child or children, to receive a current agreed whole school certificate. Further certificates will range from, for example; 'Worker of the Week', 'Well

Done', '_____ of the Week' etc - dependant on the current focus in school. For example, if we are having a particular promotion of a particular subject or area, that may be celebrated during the assemblies with a certificate for the term or half term. These will predominantly be for positive attitudes to specific areas of learning.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

1. Question the child on the appropriateness of their attitude or behaviour.
2. A warning to the child if the inappropriate behaviour continues.
3. A consequence if the child chooses not to heed the warning.

For example:

- Name noted down (e.g. book/board/other as appropriate).
- Moved places within the class.
- Reduction of rewards (eg choosing time)
- Loss of privileges or responsibilities (examples: prevented from participating in clubs or representing the school)
- School based community service (eg tidying)
- Extra work or repeating unsatisfactory work (eg until it meets required standard).
- Missing break or dinner times or break/lunchtime detention (time and age appropriate).
- 'Withdrawal' from the situation or class - appropriate to age and needs of the child. To be at the judgement of the staff responsible. (Child to be observed and supported until ready/appropriate to return).
- 'Time out' to another class. (within the same phase or key stage)
- 'Time out' on the playground (e.g. KS1 Line, KS2 Wall)
- Isolation (away from other pupils for a limited period of time).
- Child to be sent to a Phase Leader
- Child to be sent to a Key Stage Leader
- Child to be sent to Headteacher (or Deputy Headteacher)
- Contact with parents/carers to discuss the child's behaviour.

It is good practice to allow the situation to calm before further investigation of the incident takes place.

Incidents must be reported and recorded as appropriate on CPOMs.

A key element of these sanctions is that children are encouraged to reflect on their behaviour and the consequences of it throughout. Restorative approaches should be utilised in order to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. For example, talking/writing/drawing about the behaviour expected in school related to the incident in question. Saying 'sorry' is also vital in the process of reconciliation.

It is important to state that these are not exhaustive lists. Individual class teachers or support staff (i.e. paid member of staff or otherwise authorised by the Headteacher) may also devise other rewards and sanctions to aid positive behaviour management; as long as they are in accordance with the principles and aims of the policy and other appropriate school policies (e.g. Anti-bullying, Inclusion, RE, Equality & Diversity, Safeguarding)

Also, although these sanctions are designed as a staged approach, particular incidents or situations may mean jumping to a more advanced stage of the process if needed.

Please note, sanctions (or consequences) should be proportionate and reasonable. In determining this, account should be made of the pupil's age, any special educational needs or disabilities, and any religious requirements affecting them. In addition, regard should always be made to the safeguarding (including health & safety) of all involved.

Exclusion

The school reserves the right to exclude pupils (fixed term or permanently) as per the school 'Behaviour and discipline in school' DfE 2016

Refer to DfE guidelines re detention

Taking account of SEND (Including circumstances of other vulnerable pupils)

The school will make reasonable adjustments in the application of our positive behaviour policy to SEND pupils, and other pupils identified as vulnerable (i.e. social, emotional and/or mental health needs presenting as a barrier to achievement). Support is available through a graduated approach, including:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies (e.g. Targeted Education Support Service, Educational Psychology Service, Targeted Services, Start Well, TYSS etc.)

Support may be recorded in a plan (e.g. Inclusion Profile, Individual Behaviour Plan,, Pastoral Support Programme (PSP) and/or an Early Help Form). Following support, it may be necessary to consider other approaches such as an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, exclusion (fixed and permanent – see Exclusion section).

Members of the SLT and/or Pastoral team will monitor and analyse records to identify trends to ensure equal opportunities for all.

Home / School Communication

Class teachers will approach parents/carers in person or inform through a phone call or reading diary - as deemed necessary - to ensure any deterioration in attitude or behaviour is identified early. We also look for opportunities to compliment and communicate positive or improving behaviour and attitude.

If parents/carers need to raise concerns or issues related to behaviour/attitude their first line of communication should be with their child's class teacher - by making an appointment with the teacher.

If parents/carers feel an issue is, or has become, more serious then an appointment with a member of the SLT (Senior Leadership Team) or the Headteacher should be made.

Parents will be made aware of the school 'Positive Behaviour Policy' at least once per year. Parental consultation will be sought to agree a strategy for the support of any child considered to need it. Referrals will be made to appropriately identified outside agencies following discussions and agreement with parents. The Headteacher and other members of SLT reserve the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

Other opportunities for communication around behaviours and attitudes include - the parental consultation evenings in the autumn and spring terms, and the annual report to parents in the summer.

Search and Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to search for and confiscate items from pupils:

1) The general power to discipline enables a member of staff confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2) Power to search without consent for "prohibited items" The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items": Knives and weapons / Alcohol / Illegal drugs / Stolen items / Tobacco and cigarette papers / Fireworks / Pornographic images / Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property / Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Returning confiscated property.

Weapons and knives and other legally prohibited materials will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Refer to DfE guidelines re confiscation of inappropriate items

Dealing with allegations of abuse against teachers and other staff

Whilst all allegations of abuse must be taken seriously, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school should therefore consider whether to apply an appropriate sanction which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

St Cuthbert's will not tolerate malicious allegations against staff or pupils. Should a pupil or parent/carer make malicious allegations against a member of the school that investigations find to be unfounded, then the full range of sanctions available to school could be employed. Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/ members of the public would be in breach of the reporting restrictions and as a result there could be a range of legal consequences.

LADO Contact: Heather Martin 01942 486042 lado@wigan.gov.uk

Refer to DfE guidelines re confiscation of inappropriate items

Power to use reasonable force - Positive Handling, Physical Intervention

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care. 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 actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Refer to DfE guidelines re use of reasonable force.

School's power to discipline beyond the school gate.

The school's positive behaviour policy covers non-criminal anti-social behaviour which occurs anywhere beyond the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be applied, in order to:

- Maintain appropriate behaviour on transport, educational visits, work experience
- Ensure behaviour which does not compromise the health and safety of everyone

- Provide reassurance to the public about school's care and control pupils and thus protect the reputation of the school

The school may enforce the policy for any misbehaviour when the child is;

- 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,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the school.

Refer to DfE guidelines re pupils' conduct outside the school gates – teachers' powers

Anti-Bullying

Statement of Intent

At St Cuthbert's we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is, know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens **Several Times On Purpose**). Bullying is mean and results in worry, fear, pain and distress to the victims.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

Procedures

Pupils and staff should record and report violent, aggressive or intimidating behaviours/incidents to class teachers who will investigate and address at an early stage.

2. Where it is felt that the incident may escalate into bullying behaviour, members of the Pastoral team or SLT will become involved and the bullying behaviour, or threats of bullying, will be investigated and warnings, sanctions and direct work implemented.

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

4. An attempt will be made to help the bully (bullies) change their behaviour and the involvement of external agencies may be sought and an Early Help initiated if appropriate.

When dealing with bullying incidents staff will utilise restorative approaches as per the wider positive behaviour policy.

Training

The governing body and Headteacher will ensure that appropriate training on appropriate aspects of behaviour management is provided to support the implementation of the policy.

Links with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies is established. These include: Anti-Bullying, Safeguarding, Inclusion, Health & Safety, Equality, Uniform, and Complaints Procedure)

Involvement of outside agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available (e.g. TESS Targeted Educational Support Service, Educational Psychology Service, and Start Well).

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the positive behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the governing body informed. The governing body will regularly review this policy (every year) and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents and pupils. The outcome of the review will be communicated to all those involved, as appropriate.