

# Behaviour policy

St Cuthbert's RCVA Primary



<b>Approved by:</b>	Governing Body	<b>Date:</b> [Date]
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### 1. Introduction

**“Do to others what you would have them do to you” Matthew 7:12**

**“Love one another as I have loved you” John 13:34-35**

**Discipline in schools should respect children’s human dignity. (Article 28  
UNCRC)**

**PLEASE SEE THE BEHAVIOUR POLICY ADDENDUM WHICH SETS OUT  
CHANGES FOR THE FORSEEABLE FUTURE FOLLOWING COVID-19**

It is the responsibility of the headteacher and governors to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and a proper regard for authority.

### 2. Ethos & Values

All pupils have the right to access to a high quality education, to play and to learn in a safe and supportive environment. Staff in our school have the right to deliver their professional responsibilities in a similar environment. Every person in our school has the responsibility to respect all other members and follow the example of Jesus in developing relationships.

Our ethos is built on core Christian values: respect, love, tolerance, understanding, happiness, cooperation and peace.

Our ethos:

- has the teachings of Christ at the core.
- enables teachers to teach and pupils to learn.
- raises self-esteem and promotes pupil confidence.
- provides a harmonious atmosphere and co-operation between pupils and adults.
- encourages self-discipline and responsibility towards people and property.
- develops understanding of, and a tolerance towards, all races, religions and cultures.
- promotes Rights Respecting in all areas of school life.
- develops a proactive not reactive approach when challenges arise.

### 3. Rights Respecting

St Cuthbert's RC Primary school is a silver Rights Respecting School, based upon the UN Convention of the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and others. Being a rights respecting school underpins this procedure and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

- › As a Rights Respecting School we recognise:
- › Article 28 'The right of every child to a good quality education'
- › Article 19 'All children have the right to be protected from danger'
- › Article 2 'Every child has the right to be treated equally and with respect'
- › Article 31 'Every child has the right to play in a safe environment'
- › Article 14 'Every child has the right to their own beliefs and opinions and to share them freely'
- › Article 12 'Every child has the right to be heard and listened to' from the UN Convention of the Rights of the Child ensuring high standards of behaviour are essential to achieving these rights.

## 4. Team Teach

At times, pupils may need to be physically restrained to prevent harm to themselves or others. Staff are trained in positive handling in line with government guidelines by Team Teach. Staff have the power to use reasonable force to keep children safe. See separate [Positive Handling Policy](#).

## 5. Expectations, implementation, rewards & sanctions

### 5.1 Expectations

#### Staff will:

- › Value all children
- › Regard different or challenging behaviours as a means of communication which needs to be explored and acknowledged.
- › Provide opportunities for all children and respond to the diverse learning needs of pupils
- › Teach **positive and safe behaviour** and talk to children about why behaviour may be **unacceptable or unsafe**
- › Support pupils to change negative behaviour into more socially acceptable behavior
- › Teach respect by treating children with fairness and consistency in line with Rights Respecting
- › Regularly communicate with parents and carers

#### We teach and expect our pupils to:

- › Treat others as they would like to be treated, demonstrating respect at all times
- › Work and play cooperatively
- › Make and sustain friendships
- › Be effective and successful learners
- › Develop appropriate social, emotional and behavioural skills
- › Learn to manage their own behaviour and emotions
- › Be tolerant of others

- › Behave safely in school

**We expect our parents to:**

- › Cooperate with school to ensure their child has good attendance and adheres to school rules
- › Keep school informed of any circumstances which may affect their child's learning or behaviour
- › Support learning in school e.g. through attendance at parents' evenings and completing home learning tasks.

## 5.2 Implementation

All classes display and promote positive behaviours and feelings and refer to these in PSHE time and to encourage positive learning behaviours in class which are referred to as 'green' and 'red' behaviour. The school will plan opportunities to promote and teach good behaviour, self-esteem, confidence and independence, through the following:

- › PSHE curriculum
- › Rights Respecting
- › celebrating achievement and recognising social progress
- › circle time work
- › links with the community
- › School Council
- › Buddies
- › peer mentoring
- › restorative practice
- › house groups
- › CHIPs programme
- › Zippy's friends
- › Bullybusters
- › Journey in love (SRE)

## 5.3 Rewards

Excellent behaviour is recognised and rewarded. The attention given to excellent behaviour is just as significant as that given to unacceptable behaviour.

### Strategies

- › Non-verbal (thumbs up, smile).
- › Verbal praise (use of name, specific praise).
- › Tangible rewards (stickers, treat box, extra play).
- › House Group points.
- › Certificates – good work, Star of the Week.
- › Good behaviour sticker chart

- › Award, achievement and celebration assemblies.
- › Contact with parents (may occur at any stage) via text or 'praise notes'.
- › Sharing successes and achievements with other adults in school.
- › **Top Table at lunch time.**

## 5.4 Sanctions

We recognise that all children can behave outside the rules at times and it is important to differentiate between forgetting guidelines and deliberate misbehaviour. First and foremost, we will remind children of our expected 'green' behaviours and how to behave like that. Deliberate flouting of the rules in the following instances will incur sanctions.

- › Bullying; physical, verbal, cyber.
- › Violence of any kind (hitting, kicking, biting, shoving, spitting).
- › Racist comments or behavior
- › **Deliberately coughing at someone or going against health and social distancing rules in school**
- › Verbal abuse (isolating, name calling, swearing, winding up, teasing, threatening, cheek).
- › Absconding, running out of school.
- › Truancy.
- › Repeated non-compliance with school rules.
  - Destruction of property /equipment.
  - Theft.
  - Persistent disruption of lessons.
  - Defiance.

## SANCTIONS

When pupils choose not to follow school rules, sanctions should be consistently applied.

Sanctions will be appropriate and will be clearly explained to the pupil.

The system will not damage relationships.

Sanctions will make a clear distinction between minor and more serious offences.

In the case of children with SEND, sanctions and response will be appropriate to the needs of that child.

## STRATEGIES FOR LOW LEVEL UNACCEPTABLE BEHAVIOUR

Class teachers, teaching assistants and lunchtime supervisors all follow the same warnings pathway:

- › Stage 1: Yellow card with a reminder of acceptable 'green' behaviours as displayed in class. The adult reminds the child that they are here to help them using the prompts "I'm here to help" and "You talk and I'll listen".
- › Stage 2: time out either in class, **in a partner class** or on a separate part of the yard at break times. Listening & Learning (restorative practice), allowing children to explain their point of view and build bridges if necessary, will take place at the next break time with the child spending 5

minutes with their teacher (Post Incident Learning app will be used where appropriate to record and attach to CPOMS).

- Stage 3: Red Card. This is for persistent disruptive behaviour e.g. 2 or more Listening & Learning sessions in a week. This means a child would have to speak daily for 5 minutes to a senior teacher at break times to support them by reinforcing expectations of positive behaviours. This stage will be recorded on CPOMS.
- Stage 4: Led by SLT. Parental involvement with a written code of conduct for behaviour to be signed by SLT and parents daily.

Incidents of behaviour will be recorded on CPOMS. In all cases, the aim will be to support the child to display 'green' behaviours.

### **STRATEGIES FOR HIGHER LEVELS OF UNACCEPTABLE BEHAVIOUR**

These are the unacceptable behaviours which will be immediately dealt with by the SLT:

- violence and aggressive or intimidating behavior
- racist abuse
- verbal abuse of staff
- serious defiance or non-compliance.

At this stage parents will be more formally involved and a written Code of Conduct may be implemented ([SEE APPENDIX 4](#)).

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need or are part of a condition we are already aware of. In all cases, we treat challenging behaviours as a means of communication on the part of the child. When concerns about behaviour are significant, we will establish whether SEN needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage and that reasonable adjustment will be made to take into account individual needs.

### **COMMUNICATING WITH PARENTS**

We give high priority to clear communication and to a positive partnership with parents. This is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support may be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **6. Exclusions**

Exclusions guidance is based upon DfE guidance and current legislation which sets out the responsibility of the headteacher, the governing body and the LA

[\(SEE APPENDIX 1\) or click here](#)

[Covid-19 adaptations](#)

Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the headteacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter ([SEE APPENDIX 2](#))

Detailed records of incidents are kept and exclusions reviewed by governing bodies.

Exclusion will only be used for serious breaches of school policy or for continued and persistent breaches of the behaviour policy despite alternative solutions being tried e.g.:

- Verbal abuse.
- Violent or threatening behaviour.
- Persistent, defiant, disruptive behaviour.
- Racist or homophobic abuse.
- Bullying.

Wherever possible, the parents / carers of a pupil whose behaviour is leading towards exclusion will be notified with a **pre-exclusion letter** ([SEE APPENDIX 3](#)). For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion.

### **PERMANENT EXCLUSIONS**

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil. This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious, actual violence.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

## **7. Monitoring**

This policy will be reviewed annually and links to the following policies and procedures:

- Child protection policy
- Equal Opportunities
- Anti-bullying
- Positive Handling Policy
- Attendance
- SEND
- Home /school agreement
- Rights Respecting