



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 necessary to create and maintain an orderly working environment in which all members of the school community feel safe and secure. This policy was reviewed by parents, children, staff and governors (June-September 2016)

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.

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;
- Self-image and self-esteem;
- Motivation;
- Reflection and self-control;
- Attention
- Perseverance
- Fairness
- Co operation with adults
- Collaboration with other children;
- Sociability
- Empathy
- Honesty.

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; and
- Teaching the skills and abilities through assemblies, liturgies, house meetings, RE and PHSE programmes of study

The school's Behaviour Policy should be reviewed annually.

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be 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 in order to maintain a positive learning environment.
- To enforce the Positive Behaviour Policy
- 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 obey school rules and accept punishments in an appropriate way.
- To behave sensibly when wearing school uniform out of school.
- To bring to school only the things which we need and not unsuitable items such as phones.
- 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 us with our behaviour.

Child Rights

- To work with parents and staff to develop our Positive Behaviour Policy.
- To have safe, happy classrooms where we can learn without disruptions.
- To know that we will be listened to if someone behaves badly towards us and to know that that person will be punished.
- To know that we can speak to our Head teacher or Governors if we feel we have been treated unfairly.
- To know our teachers will speak in private to our parents if they have concerns about our behaviour.
- To know that our parents can speak in private to our teachers if they have concerns about our behaviour or that of someone else in school.
- Our teachers know which sanctions fit which misbehaviours and they use them accordingly.
- Our Positive Behaviour Policy and School Rules 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.

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 have access to a third party, such as a Parent Support Advisor, to act as support.
- 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 and the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

Positive and Negative Consequences (Rewards and Sanctions)

Positive Consequences (Rewards):

We believe that children should be encouraged to behave well and work hard. All children are rewarded for their positive behaviour with a weekly Golden Playtime which includes a Tuck Shop.

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
- Tidy Cloakroom Award
- Happy letter home to parents;
- Displaying work;
- Celebration Assemblies
- House points
- Top Table

Individual classes may have additional reward systems.

We believe it is essential that all children are able to 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.

Negative Consequences (Sanctions):

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him 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 Golden Playtime and spending the time 'on reflection', that is, reflecting on their behaviour with a member of staff and writing a letter of apology etc.

Lunchtimes: The hour long break may, on occasions, give rise to misbehaviour. The lunch break is supervised by five Lunchtime Supervisory Assistants. An immediate response to low to moderate misbehaviours is to have 'time out' by standing next to the wall for a specified period of time. Serious misbehaviours are dealt with immediately by members of the teaching staff. All Lunchtime Supervisory Assistants carrying notebooks in which they note down moderate misbehaviours which are reported to the class teacher at the end of the lunch break and dealt with appropriately.

Table 1: Behaviours

Low Level	Moderate Level	Serious Level
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<ul style="list-style-type: none"> • Fidgeting or fiddling • Telling tales • Punctuality • Dropping litter • Noisy eg talking/shouting • Failing to keep on task • Leaving desks • Time wasting • Running in corridors • Pushing in line • Chewing gum • Borrowing without permission • Leaving work area untidy • Disrespect to others • Wearing non-uniform or jewellery 	<ul style="list-style-type: none"> • Consistently shouting out • Poor effort • Distracting others continuously • Telling lies • Bad Language (one off) • Unprepared for work (continuously) • Unkind Remarks • Fighting • Disregarding supervisors • Refusal to co operate • Vandalism - graffiti etc 	<ul style="list-style-type: none"> • Serious assault • Vandalism eg extreme damage to school property / toilets • Serious physical or verbal threats made to staff or pupils • Use of drugs or solvents • Stealing • Racist behaviour • Homophobic behaviour • Violent outbursts (verbal or physical) • Leaving school without permission • Threatening or aggressive behaviour
<p>Any persistence of low level behaviours would move into the moderate level</p>	<p>Repeated incidents of any moderate behaviour - Head Teacher informed.</p>	<p>Fixed term exclusions will be used as a last resort when other forms of sanctions have failed.</p>

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 2020 (to include nudes, up-skirting and peer on peer abuse)**
- **COVID Risk Assessment, August 2020 (to include contraventions to behaviour expectations or verbal abuse)**
- **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"> • Frown • Verbal • Withdrawing attention • Repeat activity properly • Sit alone 	<ul style="list-style-type: none"> • Reflection Time instead of Golden Playtime • Standing with an adult at break time / lunchtime for a 	<ul style="list-style-type: none"> • Send to Head teacher • Involve parents • Involve SENCO if appropriate to ensure there is no impact on teaching and learning

<ul style="list-style-type: none"> • Reward others • Warning • Related sanction e.g. completing work, cleaning up mess 	<p style="text-align: center;">specified time</p> <ul style="list-style-type: none"> • Extra work • Letter to parents • Loss of privileges - as appropriate • Referred to head of KS1/KS2, Deputy Head Teacher or Head Teacher 	<ul style="list-style-type: none"> • Daily / Weekly Behaviour Report • Involve outside agency • Fixed term exclusion
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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 in the school prospectus and through curriculum meetings and newsletters.

If a child displays inappropriate behaviour of a moderate level, the class teacher will get in touch with the child's parents on an informal level.

Should a child's behaviour continue to give concern he or she may be referred to the Key Stage Leader or Deputy Head Teacher and, if appropriate, parents will 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 in spite of all of the above procedures the child may be referred to the Special Needs Co-ordinator 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 County guidelines.

In-service Training Needs:

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

C. Swales: January 2010

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

ST. CUTHBERT'S RC PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

