



St Cuthbert's C of E Primary School

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BEHAVIOUR POLICY



Our Vision



Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

Our Ethos

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

Our Expectations

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

Individuality

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

Working Together

- the children are able to **trust** show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such
belongs the kingdom of God."
For we are all equal in the eyes of God.*

Monitoring, Evaluation and Review

This policy will be promoted and implemented throughout the school.

This policy will be reviewed annually, unless there are significant legislative changes in the interim period.

Policy to be reviewed: Oct 2023

Signed 

Position: Head teacher

Date- Oct 2022

Courage

"Be strong and courageous. Do not be frightened and do not be dismayed for the Lord your God is with you wherever you go."
Joshua 1:9



Trust

"My God is my strength in whom I trust."
Psalm 12



Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."
Colossians 3:12



Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you."
Ephesians 4:32



Equal

"You shall love your neighbour as yourself."
Mark 12:31



Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."
Genesis 11:6



Friendship

"Encourage one another and build each other up."
1 Thessalonians 5:11



Respect

"For God gave us a spirit not of fear but of power and love and self-control."
Joshua 1:9



Endurance

"I can do all things through Him who strengthens"
Joshua 9



Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

A consistent approach to behaviour management:

This policy sets out to define a code of appropriate behaviour for St Cuthbert's C.E Primary School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual in school.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, respectful, well mannered, helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending St Cuthbert's Primary School and to feel that it is a place where they are safe to learn without disruption or fear of bullying. Teachers have the power to confiscate property if it is impacting upon behaviour or learning.

We have high expectations of work that should be completed in lessons and teachers will ensure that all children complete their work to the standard expected, otherwise sanctions outlined will be followed.

The general standard of behaviour is the collective responsibility of the whole staff. This may be during the school day, school trips or outside of school (If the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school).

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise.

Roles and responsibilities

The governing board

The governing board (curriculum committee) is responsible for

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board (curriculum committee)
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents. The Senior Leader strives to visit classrooms at least once a day.

<p>We encourage all members of staff to praise in a number of ways:</p> <ul style="list-style-type: none">• A quiet word of encouragement• A positive written comment on a piece of work• A visit to another member of staff, or the Headteacher• Praise in front of the group, class or whole school• Acknowledgment by presentation of a badge/certificate at an assembly• Giving a special privilege• Display of work• Inviting parents / carers in to share good work• A phone call home to share good news• Award Dojo points• A letter home to parents / carers informing them of some action or achievement deserving praise	<p>The following actions have consequences:</p> <ul style="list-style-type: none">• Unacceptable behaviour• Fighting or play fighting• Pupils who are found to have made malicious accusations against school staff• Breaking school rules• Failing to follow instructions• Not completing work to an expected standard
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Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Our Friday assemblies publicly recognise good behaviour. A weekly assembly takes place where parents and Governors are invited to see their children receive their awards.

When we do have to deal with unacceptable behaviour, all members of staff follow the outlined policy and these powers lie with them. We attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that

by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern (white, yellow and red reports) their parents will be contacted and the matter discussed.

Responding to Behaviour

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community. St Cuthbert's C.E Primary School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

<u>All staff will always avoid:</u> <ul style="list-style-type: none">• Humiliating – it breeds resentment• Shouting – it diminishes you• Over reacting – the problems grow• Blanket punishments – the innocent will resent them• Over punishment – never punish what you can't prove• Sarcasm• Leaving pupils outside rooms	<u>All staff will always:</u> <ul style="list-style-type: none">• Keep calm• Listen• Be positive• Build relationships• Carry out any threats that have had to be made• Be consistent• Follow up problems to their conclusion• Always apply school rules.
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It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated.

Unacceptable behaviour includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Online comments and messages (including on social media, WhatsApp),
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

RACIST /BULLYING /HOMOPHOBIC/SEXIST INCIDENTS

St Cuthbert's Primary School takes a no tolerance view to any form of discrimination. All incidents are recorded, reported and investigated according to the school's policies.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

Zero-tolerance approach to Child on Child Abuse, Sexual Harassment and Sexual Violence

Child on child abuse

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up".

This abuse could for example include;

- sexual violence and sexual harassment,
- "upskirting",
- initiation/hazing type violence,
- all forms of bullying,
- consensual and non-consensual sharing of indecent images,
- causing someone to engage in sexual activity without consent and
- physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc).

Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Online Unacceptable Behaviour

The school can issue behaviour sanctions to pupils for online unacceptable behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises and following discussion with the child's parents.

Behaviour strategies and the teaching of good behaviour

Rewards and sanctions;

Learning Values

Danny the dog is responsible



Being Responsible means 'showing **kindness** and **compassion** to yourself and others

A responsible learner knows how to:

- Stay calm.
- Ask for help.
- Value others.
- Make good choices.
- Take care of possessions and the environment.

Horatio the horse is reflective

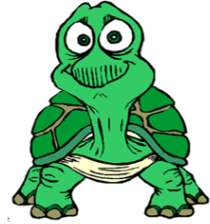


Being Reflective means 'learning from experiences' and considering all the possibilities to enable **equal** opportunities to fulfil their full **potential**.

A reflective learner:

- Asks 'why?' and 'How?'
- Stays calm.
- Listens to and considers different opinions.
- Learns from mistakes.
- Thinks about how they learned in the past.
- Considers where they can use their learning in the future.

Tilly the tortoise is resilient



Being resilient means showing **courage** and **endurance** even when things are difficult or really challenging.

A resilient learner:

- Has a positive attitude.
- Find interest in what they are doing.
- Sets targets and works towards them.
- Practises.
- Knows their strengths/weaknesses and strives to improve.

Holly the hippo is a risk taker



Being a risk taker means **trusting** in themselves and those around them to 'think outside the box,' and be imaginative.

A risk taking learner:

- Gives everything a go.
- Thinks about things in different ways.
- Isn't afraid to get involved.
- Is able to fail and learn from this.
- Is a problem solver.
- Has self-belief and confidence.

Barry the Bee is resourceful



Being resourceful means **respecting** others and creating **friendships** to support their learning

A resourceful learner:

- Uses imagination.
- Asks good questions.
- Learns in different ways.
- Works well with others.
- Knows what to use to help them.

Rewards

Each class to set up Class Dojo.

Dojo points to be given to children for modelling one of our Learning Values e.g. helping someone tidy up (kindness), not giving up on a task (endurance)

Every child has an achievement chart split into bronze, silver and gold.

Starting with the Bronze chart, every time a child reaches a multiple of 50 (50, 100, 150, 200, 250 etc...) a bronze star is added to the chart. When all 10 boxes have been filled (500 Dojo's) the child will achieve a bronze star badge that is kept on a lanyard.

This process continues for silver (1000 Dojo's) and gold (1500 Dojo's) with a badge awarded each time. Children aim to complete their bronze, silver and gold chart each year.

Weekly achievement assembly will continue with each class choosing 2 children to receive a certificate for being star of the week. Children will be chosen based on their achievements during the week and linked to one of our values. The assembly will be whole school at 9:15am with parents invited.

GOLDEN TIME

Golden Time is a privilege for those children who respect and uphold our Learning Values.

Our values are displayed in classrooms and children are reminded of them by the awarding of Dojo points. Golden Time begins at 2.40pm for 20 minutes on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

Children that have lost minutes of Golden Time have to sit out until their time missed is spent.

The following actions can result in loss of minutes of Golden Time:

- Unacceptable behaviour e.g. repeatedly talking when an adult is talking, low level disruption
- Saying or acting in an unkind way towards others
- Not following the instructions of an adult
- Not completing work to an expected standard.

Children that have been sent to a Phase Leader during the week due to their behaviour will go to a member of the SLT to miss all or some of their time depending on what the issue was.

Consequences

Report System

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff to say that they have passed the expected standard of behaviour.

If a child fails 3 times, the next report will be issued. After passing a report the child will step back a level i.e. from red to yellow then to white then off report

Phase Leaders or Head/Deputy can make the decision about who is on report.

White Reports

White Reports are what children go on to monitor their behaviour. They are usually for children that are at risk of going on yellow or red report. They need to be signed after every session but do not include missing playtimes or losing other privileges. It serves as positive reinforcement that the child is capable of making the right choices in upholding our values.

If a child is sent to the Phase Leader twice in one day they get sent to the Deputy or Head and are put on White report

Children that have been on Red or Yellow Report need to complete a week on White Report.

Three fails result in Yellow Report.

Behaviours that can result in Yellow or Red report

- Fighting, including play fighting
- Hurting another child
- Abusive or threatening behaviour towards other children or adults.
- Bullying
- Three visits to a phase leader in one week results in that child going on Yellow report

Consequences for being on Yellow or Red Report include:

- Break times and Lunchtimes are spent inside in a controlled small group.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a particular event e.g. representing the school in a sporting event. Golden Time is lost.
- When a child is placed on any report parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home.
- Class Teachers keep completed reports.
- A failed Red Report may lead to an internal exclusion or a reported fixed term exclusion.
- The Head Teacher can take the decision to exclude a child, and in his/her absence the Deputy Head Teacher can take the decision. In the absence of both Head and Deputy another senior member of staff may decide to exclude a child. The National Exclusion Guidelines are followed at all times.

Responding to unacceptable behaviour from pupils with SEND

From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

When incidents of **unacceptable behaviour** arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include some or all of the following;

Behaviours	Staff response during incident	Wider actions
Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping.	<ul style="list-style-type: none"> • Verbal advice and support, • Take up time, • give immediate recognition, but delayed attention • Reassurance, • Help scripts, • Humour, • Success reminded, • Simple listening, • Acknowledgement, • reward system • distraction 	<ul style="list-style-type: none"> • Meeting with parents, • ELSA support • Consultation with the Inclusion service •
Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions. Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures.	<ul style="list-style-type: none"> • Verbal advice and support, • always use the child's name and a calm 'matter of fact' voice • Giving space, • Reassurance, • Help scripts, • Negotiation, • Limited Choices, • Humour, • Remind Consequences, • Yellow or Red report • Planned ignoring, • Take up time, • Time-out, • reward system • distraction • Supportive touch, • Transfer adult, • Success reminded, • Simple listening, • Acknowledgement, Apologising, • Agreeing, • Removing audience 	<ul style="list-style-type: none"> • phone call home • Meeting with parents, • Discussions with external services such and behaviour support, Educational psychologist • Consultation with the Inclusion service • Reduced timetable, • Safeguarding enquiries including advice from social care or police
Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching	<ul style="list-style-type: none"> • thorough investigation of the concern(s) or allegation • treat all children involved as being at potential risk 	<ul style="list-style-type: none"> • Meeting with parents, • Discussions with external services such and behaviour support, Educational psychologist • Safeguarding enquiries including advice from social care or police

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Physical restraint

Members of the school team are 'Team Teach' trained and these members of staff will intervene in a situation where a pupil is committing an offence, injuring themselves or others, or damaging property. This power to use reasonable force also applies to maintain good order and discipline in the classroom.

All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Cpoms and reported to parents

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Managing pupil transition

Lengthy and thoughtful transition work takes place with the feeder secondary schools involving children having time to meet with the pastoral head of year and complete work and testing for them. All schools that we send children to, are sent progress and personal information about the children and they have designated meetings with the SENCo and the Year 6 teachers if needed.

LUNCHTIMES

Lunchtime supervisors are encouraged to give out Dojo points for children with good behaviour with staff awarding class and individual awards to encourage good behaviour. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime will result in a cooling off time with another lunchtime supervisor. If a lunchtime supervisor thinks the behaviour is persistent or serious enough the child needs to be sent to the member of SLT on duty who can be contacted through the walkie-talkie system. The member of SLT will follow the same warning system as exists in class.

Inappropriate behaviour will be reported to the class teacher. Persistent inappropriate behaviour may result in;

- Time out at break or lunchtime
- Letters or phone calls home to parents
- Meeting between parents and a member of the SLT / Headteacher
- Behaviour Report
- Exclusion from school at lunchtime

The lunchtime supervisors will meet with the Deputy Head teacher monthly to discuss lunchtime issues including the management of behaviour.

Organisation and facilities

A range of activities are offered at break and lunchtime for children to access. Some children have to attend certain activities as part of their personalised behaviour plan. There are sports clubs that run every lunchtime and a VIP club every Thursday to support vulnerable children with an adult directed activity. Because of the range of activities on offer children should be able to find something to interest and occupy them at unstructured times.

GUIDELINES ON INTERVENING IN FIGHTS / DISPUTES

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.

Child Leaving School Site

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Off-site behaviour - Clubs

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

The school's behaviour system remains in place during any before or after school club. Should a child show continuous disruptive or abusive behaviour during the club, they will be banned from attending the remainder of the sessions. The phase leader of the child will inform the parent/carer if this is the case.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Curriculum committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of the committee

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Curriculum committee annually.

Appendix 1 Statement of behaviour principles

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at St Cuthbert's C.E Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At St Cuthbert's C.E Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance and other statutory documentation.

Principles

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- St Cuthbert's C.E Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort.
- Staff and volunteers set an excellent example to pupils at all times
- Governors would like to see rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact. Pupils are helped to take responsibility for their actions.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- High standards of behaviour are expected
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing body annually.

My St Cuthbert's Achievement Chart

Bronze

Silver

Gold

Golden time!

**minute
lost**

**Sent to phase
leader –
Golden time with
Head/Deputy**

This report is to monitor your behaviour following 2 consequence cards in a week, or not following the behaviour system

The reason for this report:

WHITE REPORT

A completed report needs to be taken to the phase leader BEFORE the child can finish their report

	8.50-10.45	break	11.00-12.00	12.00-12.30	12.30-1.00	1.00-2.00	2.00-3.15
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

If a fail is given from an adult, a reason needs to be given.
3 fails = yellow report

YELLOW REPORT

Your child has been placed on report by their phase leader for not following the school's behaviour policy. Yellow and red report means that your child will miss their break and lunch time in order to spend time with an adult in school. We hope that your child will realise how to change their behaviour to not go onto report again.

The reason that your child is on report:

A completed report needs to be taken to the phase leader BEFORE the child can finish their report

	8.50-10.45	break	11.00-12.00	12.00-12.30	12.30-1.00	1.00-2.00	2.00-3.15	Parent//Carer Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

If a fail is given from an adult, a reason needs to be given.

3 fails on this report = Red report

RED REPORT

Your child has been placed on report by their phase leader for not following the school's behaviour policy. Yellow and red report means that your child will miss their break and lunch time in order to spend time with an adult in school. We hope that your child will realise how to change their behaviour to not go onto report again.

The reason that your child is on report:

A completed report needs to be taken to the phase leader BEFORE the child can finish their report

	8.50-10.45	break	11.00-12.00	12.00-12.30	12.30-1.00	1.00-2.00	2.00-3.15	Parent//Carer Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

If a fail is given from an adult, a reason needs to be given.

3 fails on this report = Seclusion