

St Cuthbert & The First Martyrs' Catholic Primary School



Behaviour Policy

Rationale

The foundation of our Relationship and Behaviour Policy is to bring children to a realisation and understanding of how being caring and responsible individuals can enrich our lives. With the support of parents and peers, we want to guide them towards making informed choices which will enrich their lives and the lives of those they meet. We aim to guide children towards self-discipline, since this requires the child to make choices and assess the consequences.

Aims

- * For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues, parents and pupils with courtesy, consideration and respect.
- * For staff to have a high standard of pupil expectation in all aspects of school life.
- * For staff to raise the levels of pupils' self-esteem.
- * To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- * To provide a varied range of teaching and learning styles to suit the needs of pupils.
- * To provide an attractive learning environment and quality resources.
- * To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- * To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- * To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- * To consistently follow Restorative Practice procedures
- * To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:

- * to maintain levels of outstanding behaviour
- * to provide a consistent approach in recognising and acknowledging good behaviour
- * to provide a consistent approach in responding to unacceptable behaviour
- * to ensure that behaviour does not inhibit learning or impede potential.

Class Teacher and Classrooms

The Class Teacher is the person with immediate responsibility for the welfare of the children in class. Teachers need to establish consistent levels of acceptable behaviour. Positive expectations, praise and recognition are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Support Staff

Support staff share with the Class Teacher the responsibility for the welfare of the children in class. Positive expectations, praise and recognition are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Rules

School rules are kept to an essential minimum. Children have been involved in a whole school vote on which virtues will make up our 'core virtues'. This ensures they feel included and invested in our whole school ethos. The virtues voted for support an expectation of courtesy, kindness, honesty and mutual respect. The core virtues will be displayed in every classroom to ensure they can be referred to as needed.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Pupils develop their own set of classroom rules. These rules are agreed and shared by all members of the class. Each class's rules contribute towards the four core virtues of our whole school principles of behaviour, which can be summed up as:

We are:

- **Honest**
- **Kind**
- **Respectful**
- **Loving**

We teach the message of positive behaviour and following our rules through normal classroom routines, as well as through direct teaching. We promote positive relationships through:

- Our PSHE, RE and RSE curriculum
- Our school's Catholic virtues, which are shared and celebrated in every aspect of school life
- Work completed by our Team Around the Child (TAC)
- Special projects and events, such as Kindness Project, Positive Relationships Project and Anti-Bullying Week
- Encouraging self-reflection focused around our core virtues following incidents that do not reflect our high expectations

Behaviour Guidelines

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head of School' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class, the head should be sent for. If unavailable, the Assistant Head or most senior staff member available should be called.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them causing disorder, hurting themselves or others, and/or 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.

Bullying, Sexual Harassment and Sexual Violence

The school will ensure that all incidents of bullying, 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. We have a clear message and campaign in school to 'Tell Someone', with posters outlining the various members of staff in school to whom pupils could speak if they had concerns.

The school's response will be proportionate, considered, supportive and 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. Please refer to our Child Protection and Safeguarding policy and our Anti-Bullying Policy for more information.

Pupil support

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. 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.

General Rewards

It is very important that praise and recognition should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and acknowledge their successes rather than focus on failure. Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

- Favourable comments can and should be given in response to pupils' class work.
- Recognition can be given to success of differing kinds in Celebration Worship, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Head of School for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Buddies, Monitors and the School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Individual and Class Rewards

Each member of staff has a personalised stamper. Children can collect stamps from any adult in school in recognition of good behaviour, excellent work, or showing the school virtues. When pupils reach a range of milestones, their efforts are rewarded:

- **50 stamps = Bronze award.** A certificate is awarded. Each half term a 'bronze medal party' is held for all those who have achieved this award.
- **100 stamps = Silver award.** A certificate is awarded. Each half term a 'silver medal' treat is held for all those who have achieved this award. This involves time out of class for, e.g. a cinema afternoon in the hall.
- **150 stamps = Gold award.** Again, a certificate is awarded. A 'gold medal' treat is held for all those who have achieved this award. This typically involves an extra special treat which is sometimes held off-site, such as an additional educational visit or trip to the local park.

In the hall we will have a board displaying 'Bronze', 'Silver' & 'Gold' displaying what rewards children are working towards. When they achieve each level children's names/faces will go on the board and they will receive a certificate.

Classes can have their own in-class individual reward systems too where desired. Examples of these may include the 100 square where children colour in numbers and collect a row for a reward; star of the day/week; or 'secret student', where a pupil is chosen in secret and their behaviour monitored throughout the day to see if they are eligible to win a prize.

Each week a Celebration Worship is held on a Friday. Two pupils from each class are chosen to receive certificates in Celebration Worship. One certificate recognises a pupil who has demonstrated the school virtues; one certificate recognises a pupil who has shown one of the essential Skillsbuilder skills. A message is sent to parents inviting them to attend Celebration Worship and informing them that their child is to receive a certificate. The Head of School also chooses one child each week to receive their Headteacher's Award.

In addition to this, we have the Kindness Certificate. One pupil from each class is nominated to choose someone from their class/in school who they have seen displaying Kindness that week. The children present this certificate to one another in Celebration Worship.

Consequences of negative actions within school:

School follows the Restorative Practice model of repairing damaged relationships. This involves a structured conversation between affected parties discussing what happened, who was affected by this and what we need to do to go forward from this event. Sometimes this will need no further sanction other than the parties concerned apologising for the upset caused. Other times using the Restorative Practice model, sanctions may be applied but with the provision for flexibility to take account of individual circumstances. Our Pastoral Worker and other members of our Team Around the Child work with individual pupils and small groups where support is needed for children to manage their own behaviour.

We have an agreed system of sanctions for serious behaviour. Responses range from polite reminders to permanent exclusion.

Sanctions Procedure

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the unacceptable behaviour, this may include immediate referral to a senior member of staff.** However, as a general rule, the following sequence should be adhered to:

1. A verbal **reminder/warning** should be given about following the School /Class Rules.
2. If the behaviour continues a **formal warning** will be given
3. If the behaviour continues again, the child is given chance for a **time out**. This is for a set amount of time in which the child sits in an allocated space inside or outside the classroom and is guided to reflect on their behaviour choices.
4. Should the behaviour continue the teacher may choose to keep them in for a part of their playtime (up to 10 minutes) with an opportunity to speak about their choices.
5. With more **serious** behaviour/incidents the child could then **lose a playtime**. For EYFS and KS1 pupils, this takes place in their own classroom. For KS2 pupils, they go to the KS2 shared area for the '**Room for Reflection**'. In this room, children are reminded of our 4 core virtues and given questions to reflect on while they miss their playtime. A note is sent home to parents to inform them that their child has missed their playtime as a result of their behaviour.
6. For persistent attendances in the Room for Reflection – for example, if a child has been in the room three or more times during a term, a letter is sent home to parents inviting them into school to for a meeting with the Head of School to discuss their child's behaviour and to ensure that a consistent approach to behaviour management is being used between home and school.

For serious incidents, it may be necessary for some children to be **excluded internally**. This means that they will have no contact with their own class or friends, no access to the playground, extra-curricular or enrichment activities. The length of the internal exclusion will be decided by the Head of School.

In the most serious of cases, it may be necessary for a child to be **excluded externally** from school, for up to five school days. During this time, the child is to be supervised by a parent/carer and will be expected to complete work provided by the school. Bradford Council, The Blessed Christopher Wharton Catholic Academy Trust and the Local Academy Council will also be informed. Upon their return to school, the child must stay on a Behaviour Contract for a minimum of 2 weeks.

Some pupils may require a separate behaviour management plan, for example pupils who have a range of additional needs. This plan will be drawn up in collaboration with the class teacher, support staff, SENDCO and parents. It will be reviewed and amended regularly.

On the rare occasions when a pupil physically harms another child, a separate set of procedures should be followed, which are attached in Appendix A (EYFS and KS1) and Appendix B (KS2).

Lunchtime Behaviour

A verbal reminder/warning should be given about following the School Rules and our 4 core virtues. Children should be reminded of the expected behaviour and given the opportunity to make the right choice.

If the behaviour continues, a clear formal warning should be given, making the consequences of further inappropriate behaviour explicit.

If the behaviour continues again, the child should be directed to the Thinking Wall. At the Thinking Wall, children will complete a short reflection task to support them in considering their behaviour choices and how these align with our school expectations.

For Key Stage 1 pupils, time at the Thinking Wall should be no longer than two minutes.

For Key Stage 2 pupils, time at the Thinking Wall should be no longer than five minutes.

Following any incident that results in a child attending the Thinking Wall, there must be a collaborative conversation involving all children who were part of the incident. This discussion should allow each child to share their perspective, reflect on their actions and consider how to restore positive relationships moving forward.

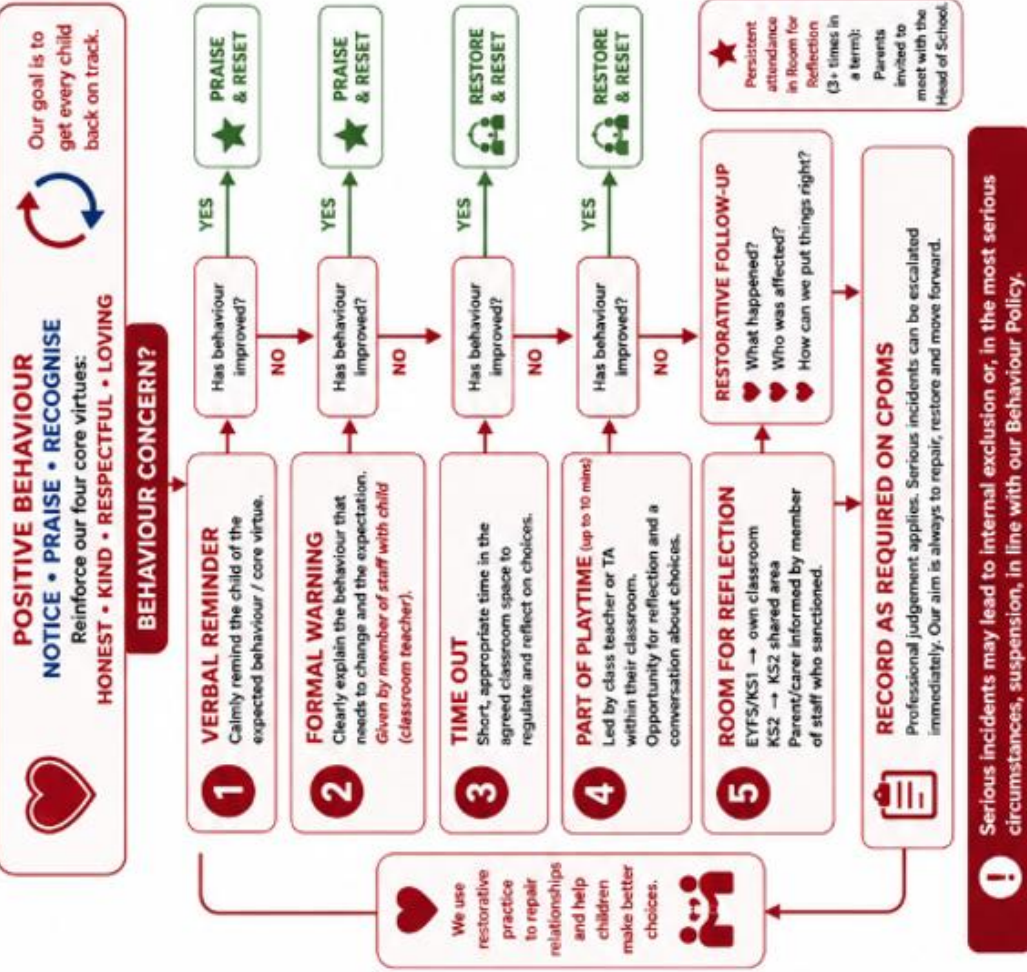
All incidents requiring a formal warning or time at the Thinking Wall must be recorded on CPoms to ensure accurate communication and consistency of approach.

For more serious incidents, or where behaviour does not improve following the above steps, a senior member of staff should be informed immediately for further guidance and support.

Review Record

Date of Review	Action	Initials
September 2014	Updated	RW/Governors
January 2018	Amended and reviewed	RW/Governors
September 2021	Amended and reviewed	SW/LAC
January 2022	Amended and reviewed	SW/LAC
September 2024	Amended and reviewed	CV/LAC
May 2026	Amended	CV & EB
September 2026	Amended and reviewed	CV/LAC

CLASSROOM BEHAVIOUR FLOW CHART

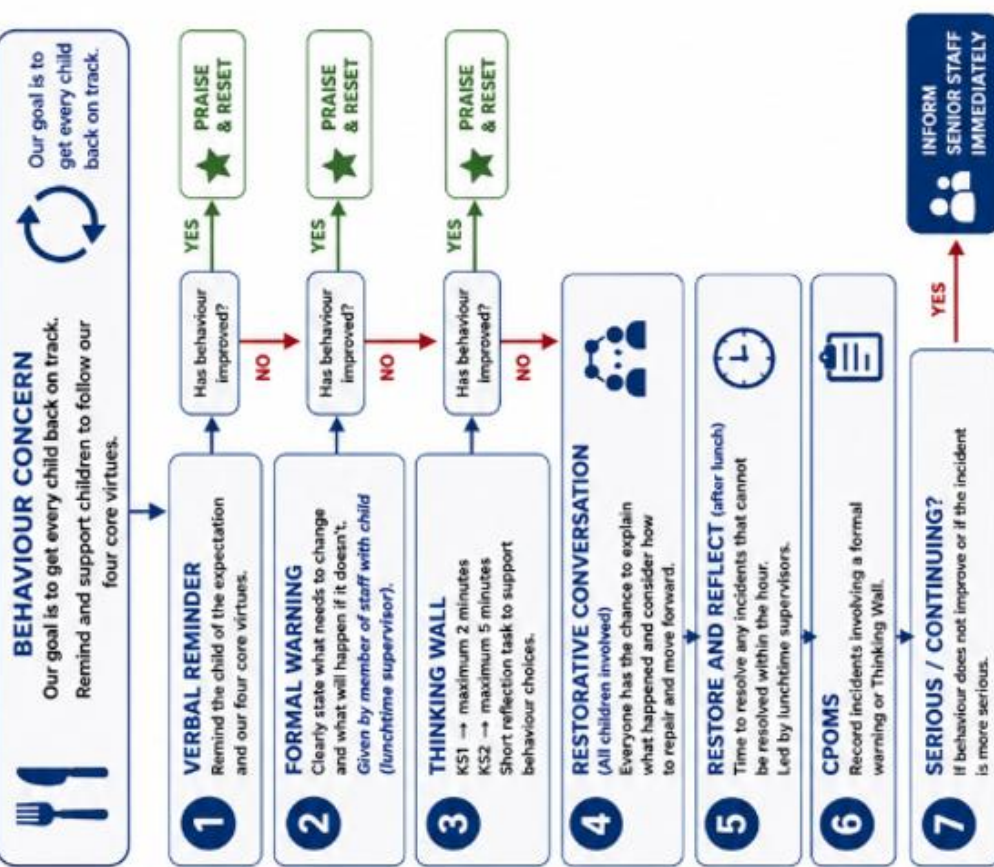


REMEMBER:

Be calm, consistent and restorative.
NO SHOUTING.

Give children the opportunity to make a better choice.
Praise and reset when they do – get them back on track.

LUNCHTIME BEHAVIOUR FLOW CHART



Building positive relationships helps prevent behaviour problems.

Consider SEND and individual needs.

Serious incidents can be escalated immediately. Physical intervention is a last resort and must be recorded and reported in line with our Behaviour Policy.

EYES THINKING WALL

We are Honest, Kind, Respectful and Loving

I need a quiet time to think about my choices.

CALM DOWN - I CAN:



Give myself a hug



Take deep breaths



Think of my Happy Place



Count slowly to 5

MY HAPPY MIND BREATHING

Star Breathing

Trace the star with your finger as you breathe.

Breathe in
Breathe out

START HERE



THINK ABOUT:



Who was affected?



What happened?



What can I do differently next time?

I can make good choices.
I can be the best me!



KS1 THINKING WALL

We are Honest, Kind, Respectful and Loving

I need time to calm down and think about my choices.

CALM DOWN - I CAN:



Take 5 belly breaths



Close my eyes and relax



Think of my Happy Place



Count slowly to 10



Stretch or move a little

MY HAPPY MIND BREATHING

Rainbow Breathing

Breathe in slowly as you trace up the rainbow.

Breathe out slowly as you trace down the rainbow.



THINK ABOUT:



Who was affected?



What happened?



What can I do differently next time?

I can make good choices.
I can repair and make things right.



KS2 THINKING WALL

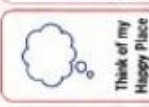
We are Honest, Kind, Respectful and Loving

I need time to calm down, reflect and make better choices.

CALM DOWN - I CAN:



Take 5 slow deep breaths



Think of my Happy Place



Close my eyes and relax



Stretch or walk



Count slowly backwards from 20



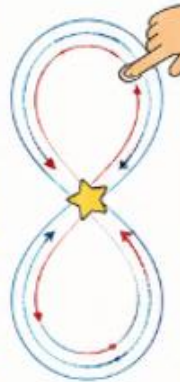
Use my 5 senses

MY HAPPY MIND BREATHING

Lazy 8 Breathing

Trace the lazy 8 with your finger.

Breathe in
Breathe out



THINK ABOUT:



What happened?



Who was affected?



What were my choices? What were the consequences?



What can I do differently next time?

I can make good choices.
I can repair relationships and move forward.



REMEMBER:

- We all make mistakes.
- Everyone deserves respect.
- It's ok to ask for help.
- We can always start again.
- If you need help, speak to an adult.
- We are all here to support you.

