

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools



Behaviour Policy
September 2021

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1. Behaviour Principles

Our schools are happy, welcoming, vibrant communities, whereby we value each other's health and wellbeing. We value the work and efforts we pursue for the benefit of each other. Our Behaviour Policy reflects our mission statements, our caring, nurturing, extremely positive ethos and those behaviour principles formed by our governing body, based on a strong emphasis of mutual respect and understanding. These principles are shared with and by pupils, staff and parents who have contributed significantly to this document.

2. Voluntary Home –School Agreement

In agreeing to our Home–School Agreement, our parents are demonstrating their assistance in guiding our children to continue to respect the schools' mission statement and our school mottos. This agreement, between teachers, pupils and parents, underpins mutual support for our policies concerning behaviour. We have updated this agreement with strong emphasis on parents' role in the monitoring of their child's online activity in light of the recent influx of inappropriate use of social media. This is a hugely important safeguarding issue and the safety of our children is forever paramount.

This behaviour policy is intended to help improve the already happy, caring and enthusiastic atmosphere that we have across the Federation and is written with reference to our Child Protection Policy

3. School Behaviour – Our Aims

At the Federation, we aim to encourage an atmosphere and environment, which values health and wellbeing, and children feel valued, safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy and thoughtful and respect other people and their property.

This policy, consistently and fairly applied, will underpin the high expectations of behaviour expected by all pupils at all times.

4. Behaviour and Sanctions

We want children to appreciate the benefits of positive behaviour, to be proactive in the composition of classroom rules (and sanctions) and to lead themselves towards a high standard of self-discipline.

In place are a range of options and rewards to recognise, reinforce and praise good behaviour, and clear sanctions for those who do not comply with our schools' behaviour policy.

There are proportionate and fair responses, which may vary according to pupil age, and any special circumstances affecting the pupil.

In certain circumstances, we will work with local agencies to assess the needs of pupils who display continuous disruptive behaviour:

Assess a child's levels of need

What are the levels of need?

Level 1 - the child's needs are already met by existing universal services	-
You are satisfied that the child or young person's needs are being met by existing universal services, such as health, care and education services.	

Level 2 - indicates a need for multi-agency early help support	-
You feel that the child or young person needs some extra support that requires a co-ordinated response from services – even if their current needs are unclear. An EHAT will identify a lead professional to co-ordinate this support.	

Level 3 - indicates a need for targeted support	-
You feel that the child or young person has unmet needs that are more significant or complex. An EHAT will ensure a co-ordinated multi-agency response that will help prevent these concerns escalating.	

Level 4 - indicates an acute, complex or specialist need, or a safeguarding concern	-
You believe that the child or young person has experienced significant harm or is at risk of significant harm (Section 47), or you have significant welfare concerns (Section 17). A single assessment coordinated by a social worker is required to determine what intervention is needed.	

Our staff are aware that behaviours can be associated with factors outside of the schools and/or can occur between children outside of these environments. Our Safeguarding Action Plan for 2020-2021 and Child Protection Policy outline detailed ongoing related CPD of staff and all agreed related procedures and protocol. Our priority is that our schools are safe environments where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology.

5. Rewards

Good behaviour and adherence to agreed rules is always to be praised and rewarded. The reward may be in many forms such as verbal praise, stickers, DOJO points, certificates or a postcard home. Children are role models for each other and good behaviour will be shared within and between classes. This emphasises the importance of high expectations and raises the self-esteem and wellbeing of pupils.

Each week at assembly, a trophy and certificate is presented the “Star of the Week.” This may be a reward for good behaviour or being a “good citizen” in school. Teaching staff may choose other forms of reward to acknowledge individual, group or class efforts in the form of extra playtime, “golden time” etc. Positive messages of behaviour are constantly reinforced at lunch times through praise, the award of stickers and DOJO points.

6. Our School Code of Conduct

We want all children to enjoy coming to school at the Federation, happy to learn and play in a nurturing, caring and supportive atmosphere.

Pupils must adhere to the following guidelines:-

Always remember to show respect.

Walk quietly around the school.

Always set a good example.

Treat others, their work and property with respect.

Always remember manners.

Be kind to each other.

Speak to others, as they would like to be spoken to.

7. Consequences of Misbehaviour

When poor behaviour is identified, in many cases the right word, at the right time, conveyed in the right way, may be all that is needed. However, sanctions should be implemented consistently and fairly. A range of disciplinary measures are clearly communicated to staff, pupils and parents.

In case of misbehaviour, the following will apply:

1. Children will be given a verbal warning, either by teaching or support staff as appropriate.
2. If the misbehaviour continues during lunchtime, for example, this will be shared with the child's class teacher.
3. Lunchtimes are supervised by members of the SMT, teaching and support staff. Any issues will be recorded on CPOMs, staff will be alerted and actions documented accordingly.
4. Now in place are SMT Behaviour Leads in Foundation, Key Stage 1 & 2. This allows for an established procedure for intervention from staff, before support from the Head Teacher may be needed.

	St Cuthbert's	St Sebastian's
Foundation Stage	Angela Brough (AHT)	Joanne Devine
KS1	Kate Lunt (AHT)	Maureen Rabbette
KS2	Danielle Garvey (ST)	Leanne McCormick

5. Should there be a repeat or pattern of misbehavior at any time during the school day, parents may be contacted to discuss ways forward and actions to support improvements.
6. It may, at this point, be decided that a certain loss of privilege may occur.
7. Repeated incidents where the intention to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation will be instantly be recorded on CPOMs and SMT will be alerted.
8. A Safeguarding Report is shared with the Governing Body each term. This is compiled by the Safeguarding Lead and documents revised categories related to behavior issues.

The CPOMs system documents, filters and categorises all behaviours so that information is readily available.

We have recently revised our categories as follows :

- Behaviour and Bullying Behaviour Incidents
- Abuse against sexual orientation and gender identity
- Abuse related to disability
- Behaviour Concern
- Damage
- Drug & Alcohol Related
- Emotional Abuse
- Inappropriate use of social media or online technology
- Parental Engagement
- Persistent Disruptive Behaviour
- Physical assault against a pupil / adult
- Physical contact against a pupil / adult
- Racist Abuse
- Record of Reasonable Force
- Sexual Misconduct
- Theft
- Use or threat of an offensive weapon or prohibited item
- Verbal abuse / threatening behavior against a pupil /adult
- Willful and transgression of protective measures in place to protect public health

It is essential that communication is open at all times, and teachers should arrange short meetings with parents as soon as issues with behaviour arise.

In some cases, an individual behaviour programme (or appropriate intervention) may be set up and parents will be asked to become involved in monitoring their child's behaviour. When behaviour programmes are to be implemented, parents will be invited to discuss this prior to their commencement.

8. Children displaying persistent poor behaviour

We have procedures and protocols in place to ensure that consistent poor behavior is monitored and responded to appropriately. We will consider:

- Underlying factors (SEND, family issues or bullying) or specific triggers (time of day or specific lessons) affecting behavior
- Staff awareness of behavioural trigger points, relevant issues and ways in which they should be managed.
- Staff awareness of COVID related anxiety and other related mental health problems.
- Staff awareness of mechanisms for escalation and referral routes to access external support.
- Staff to ensure that the pupils parents are aware of their behavioural issues.

- Staff to consider SEND assessment (EHCP), MARF, EHAT, Family Support, Counselling or intervention.
- Staff consideration of pupils individual circumstances e.g if the child is looked after, that there is sufficient engagement with foster carers or child's home worker, the local authority that looks after the child and the local authority Virtual Head.

9. Permanent or Fixed Term Exclusions

Should there be an instance of serious misbehaviour; parents will be telephoned immediately and brief explanation as to why they are to be invited into school to discuss their child's behaviour. At the earliest convenience, a formal meeting will take place between the parents and the SLT / Head Teacher. Appropriate, proportionate action may be taken, including exclusion for a fixed period of time. This will be implemented by the Head Teacher. Parents will be given a formal letter stipulating reason for and nature of the exclusion and length of time.

Parents have the right to make representations about exclusions to the Governing Body as set out in DfE guidance on exclusions –“Exclusions from maintained schools, Academies and pupil referral units in England.”

The Federation and Governing Body will follow procedures set out by the DfE in this document.

Our exclusion statement has been written during Covid-19 and reference has been made to the DfE 'Changes to the school exclusion process during the corona virus (COVID-19) outbreak – gov.uk'

10. When children see misbehaviour

All children understand strategies in place when faced with difficulties:

- Speak to their own class teacher
- Find a friend /Buddy and tell them their concerns.
- Speak to an adult
- Go to their School Council Member for support.

11. Misbehaviour outside of school

Any misbehavior including bullying which occurs anywhere off the school premises and is reported by a member of staff or reported to our school will be dealt with accordingly.

12. Bullying Incidents - Procedures

This is a difficult and upsetting problem for all involved.

We define bullying as any persistent behaviour designed to hurt or upset another child. Isolated incidents where children fall out or quarrel will be dealt with through normal procedure.

The staff of the federation value and appreciate the strong support we receive from our parents. This good relationship can only work for the benefit of our children.

13. Prevention of Bullying

Our mission statement, health and wellbeing vision, code of conduct, school-wide rules, and a bullying reporting system -these establish a climate in which bullying is not acceptable.

We have established a school culture of acceptance, tolerance and respect through our strong Catholic ethos. Continuous staff meetings, assemblies, class and parent meetings, interventions, newsletters to families and the school website establish a positive climate at school; reinforce positive social interactions and inclusiveness. We build bullying prevention material into the curriculum and school activities, timetabled through the school year. Our interventions and initiatives include Anti-Bullying Week, Philosophy for Children, Think Yourself Great. Our staff are trained on the schools' rules and policies, giving them the skills to intervene consistently and appropriately.

We work with our pupils, to ensure they recognise the consequences of their actions, and are supported to change their attitude, behaviour, and the way they use technology.

Where bullying is suspected, the following procedure will be followed:-

- Teachers will discuss this with all children involved, to assess the situation.
- **Key Stage Behaviour Leads** will carry out further investigations with all children
- **Key Stage Behaviour Leads**, with class teacher, will arrange meetings with parents of the victim and perpetrators.
- A record will be kept of all meetings and all notes **will be uploaded onto CPOMs**.
- A resolve between the children will be sought. If appropriate, a pledge will be signed by children –for improved behaviour towards others.

If bullying behaviour continues:-

1. Children involved will be closely monitored
2. Parents will continue to be closely involved.
3. Governors will be informed.
4. In extreme cases – sanctions of exclusions will apply.

14. Inappropriate Use of Social Media

Bullying online, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Online bullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. Like other forms of bullying, this can affect self-

esteem and self-confidence. Addressing all forms of bullying and discrimination is vital to support the health and wellbeing of all members of the school community.

15. Preventing Inappropriate Use of Social Media

The SLT will take overall responsibility for the school's work. Safeguarding and promoting the welfare of children is everyone's responsibility. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to social media misuse. A Safeguarding Action, including all safety priorities is included within the SDP.

16. Responding to Inappropriate Use of Social Media

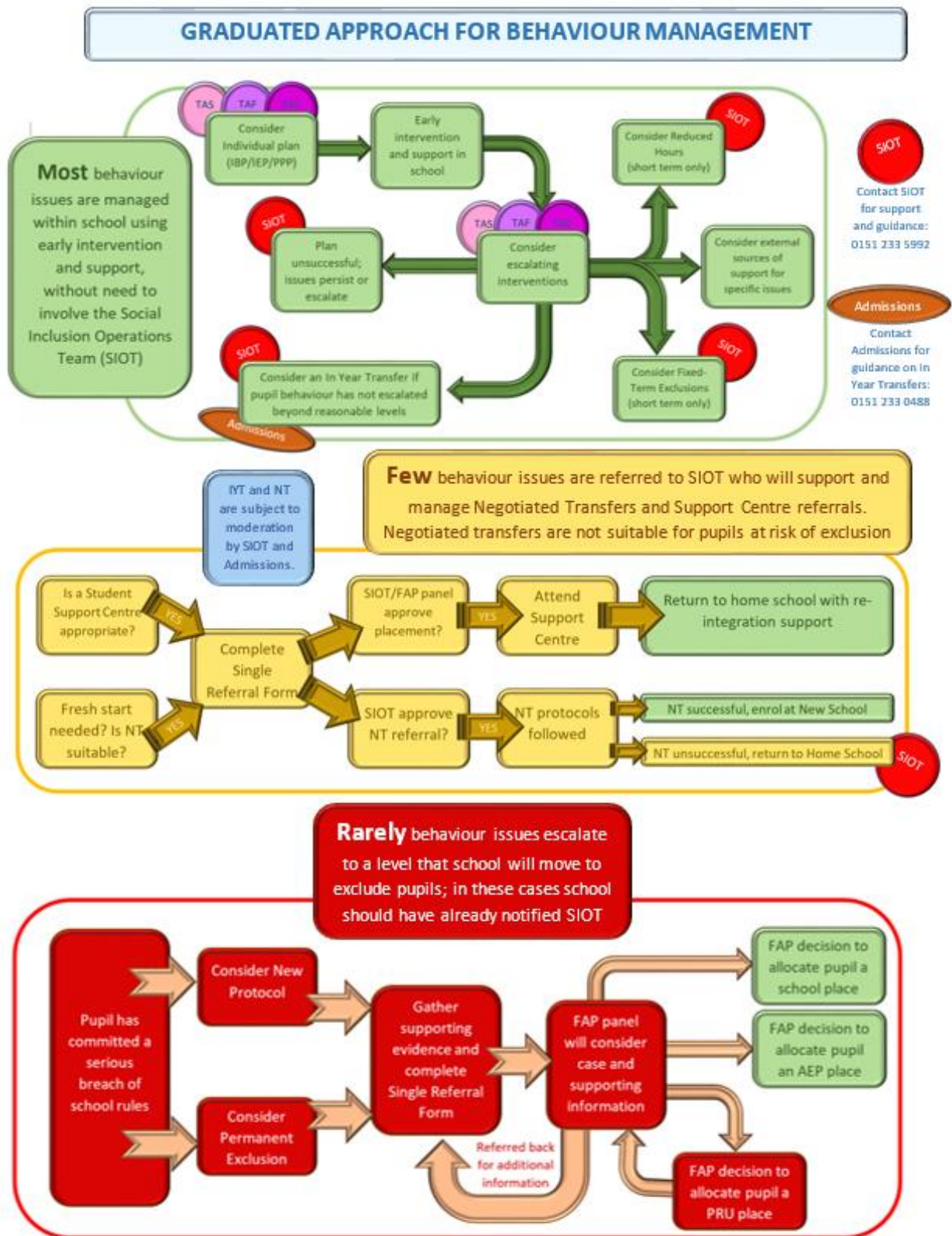
We will take action as soon as an incident has been reported or identified. This will include providing appropriate support for the person who has been victimised and or threatened online; stopping the incident from spreading and assist in removing material from circulation; and working with the perpetrators to ensure this behaviour is not repeated. The victim may have evidence of the activity and should be encouraged to keep this to assist any investigation. Appropriate disciplinary action will take place accordingly, this activity is regarded as most serious and all sanctions will be applied including fixed term and permanent exclusions.

17. The Role of Parent/Guardians in Social Media

We constantly advise parents/guardians with regards to their role in their child's online activities. Parents/guardians must "police" their child's activity and monitor access and privacy settings. Failure to do so may result in appropriate referrals to outside agencies including the police. Parents/guardians have an obligation to familiarise themselves with the law regarding minimum age requirements for all forms of social media including but not exclusive to, Facebook, Instagram, WhatsApp, Music.ly, TikTok.

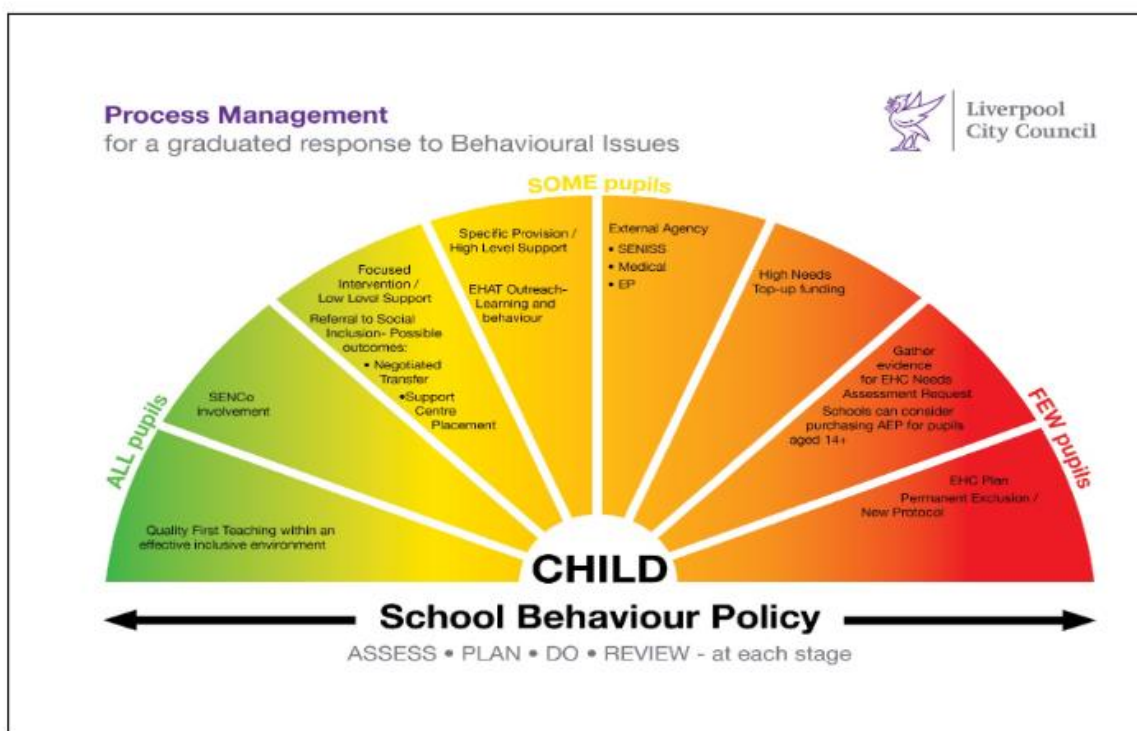
This document is the culmination of welcomed input from teaching staff, support staff, parents, PTA, governors and pupils. We always strive to work together for the benefit and of our children's wellbeing and all members of our school, community.

Appendix 1 – Graduated Approach for Behaviour Management



Appendix 2

Graduated Approach for Behaviour Management



13. Scheduled Review

Policy Written:	November 21
Shared with governors:	November 21
Committee responsible:	Curriculum & Safeguarding
Next review:	October 2022
Staff Responsible:	Claire Bellis-Knox & Jacqui Mulligan

This document has been written following the DfE Guidance of Behaviour and Discipline in Schools (guidance for governing bodies).