

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



## Behaviour Policy September 2022

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## **1. Behaviour Principles**

Our schools are welcoming, diverse and fully inclusive 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. Relationships are key to the strength of our Behaviour Policy.

## **2. 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, embrace challenge and are resilient learners. Our curriculum enables our pupils to become good citizens and demonstrate an appreciation, tolerance and acceptance for each other, the school community and the wider world.

We aim to:

- Provide a positive and consistent approach to behaviour.
- Provide a supportive and positive behaviour based curriculum through RE, RSHE, PSHE & P4C.
- Model and promote positive behaviour and attitudes towards school life.
- Recognise and celebrate positive behaviour.
- Nurture an understanding and recognition that behaviour is changeable.
- Encourage respect for all within our school community

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

## **3. 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. We share and live out our key values that are agreed and promoted by the whole school community – children, parents, staff and governors.

We embrace and celebrate:

- Self-Respect
- Respect of others and their views
- Respect for our schools and community environments
- Self-Regulation
- Honesty & Kindness
- Consideration and care
- Co-operation and positive communication
- Reflection

We are proactive in providing comprehensive support:

- Setting boundaries and reinforcing rules
- Developing a shared understanding of expectations
- Positive feedback and meaningful praise
- Meaningful interactive to build self esteem
- Creative positive relationships

#### 4. Roles

**Parents / Carers** will support school when dealing with their child's behaviour, promoting positive behaviour at home in order to ensure continuity between home and school. Open communication between home and school is actively encouraged allowing any behavioural concerns to be positively supported

**All staff** have an important role in developing a calm and safe environment, upholding the whole-school approach to positive behaviour by teaching and modelling expected behaviour, good habits and positive relationships. All staff are expected to communicate the Federation's expectations, routines, values and standards both explicitly through teaching behaviour (RE, RSHE, PSHE & P4C) and in every interaction with children.

**Senior staff** have been assigned proactive roles in modeling positive behaviour management.

	St Cuthbert's	St Sebastian's
Foundation Stage	Holly Delahunty	Joanne Devine
KS1	Danielle Garvey	Mo Rabbette
KS2	Kate Lunt	Leanne McCormick

They take a leading role in ensuring that our school community understands expectations and reinforce them through the positive handling of behaviour. We teach our children to be respectful and to be kind to one another so as staff, we must lead by example.

Should there be a repeat or pattern of challenging behaviour, parents may be contacted by SLT to seek their support and input, as the primary caregiver, to discuss ways forward and actions to support improvement.

*In agreeing to our Home-School Agreement, our pupils, parents and teachers are demonstrating our commitment in working together to respect the schools' mission statement and live out our school mottos (see Appendix 3)*

**The Governing Body** will support the federation in the implementation of the policy. They will give advice, when appropriate, to the Head Teacher about disciplinary issues which will be taken into account when decision-making. The Governing Body will also review the effectiveness of the policy.

#### 5. Positive Behaviour Management

We are fluid in our responses to behaviour (positive and challenging) in order to meet the needs of each individual. It is imperative that we are bespoke in our use of diffusion, distraction and redirection strategies to support all within our school community.

Professional development opportunities and close links with Merseyside Youth Association have enabled staff to implement 'ROAR Response to Mental Health'. This whole school approach supports all pupils in developing their emotional literacy, emotional regulation and resilience to 'bounce back' when faced with challenge or adversity. Educating children to understand their behaviour and the reasons for

their behaviour is essential if they are to be ready and able to engage in school life and thrive in their learning.

We want children to appreciate the benefits of positive behaviour, to be proactive in the composition of classroom rules - encouraging a democratic approach to the decision making within their school and to lead themselves towards a high standard of self-regulation and self-discipline.

In place are a range of options and rewards to recognise, reinforce and praise positive behaviour and clear strategies to implement for those who require further support in areas such as making appropriate choices and self-regulation. We ensure, where appropriate, children have time to reflect on the situation away from their peers. 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 (SENISS, ADHD foundation, Social Inclusion, Consortia, Educational Psychology or Together Trust) to assess the needs of pupils who display continuous challenging behaviour:

Assess a child's levels of need

What are the levels of need?

<b>Level 1 - the child's needs are already met by existing universal services</b>	-
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.	
<b>Level 2 - indicates a need for multi-agency early help support</b>	-
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.	
<b>Level 3 - indicates a need for targeted support</b>	-
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.	
<b>Level 4 - indicates an acute, complex or specialist need, or a safeguarding concern</b>	-
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.	

Where persistently challenging behaviour occurs or concerns regarding behaviour arise, staff work in close collaboration with the child, family, colleagues and in some cases, other professionals (Social Inclusion, Consortia, Educational Psychology or Together Trust) in order to identify potential triggers or reasons for behaviour, allowing for a more informed understanding of how best to support the individual child in a timely manner.

## 6. Rewards

Positive behaviour and demonstration of mutually agreed rules is to be acknowledged and praised. In doing so, rewards may be in many forms such as verbal praise, stickers, DOJO messages to parents, certificates or House Points. Children are role models for each other and positive behaviour and self-regulation will be shared within and between classes sympathetically. This emphasises the importance of high expectations and raises the self-esteem and wellbeing of our pupils.

Each week at assembly, a trophy and certificate is presented to the 'Star of the Week.' This may be a reward for positive / improved behaviour, being a 'good citizen' or for simple acts of kindness in school. Teaching staff may choose other forms of reward to acknowledge individuals, groups or class efforts in the form of extra playtime, 'golden time' etc. Positive messages of behaviour are constantly reinforced at play and lunch times also.

## **7. Anti Bullying, Sexual Violence and Harassment between children**

Our Federation ethos is to promote a culture of awareness, tolerance and inclusion. We actively encourage and educate children to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

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 and Think Yourself Great.

We work with our children, 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 or sexual violence and harassment between children 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.
- Where appropriate, a Sexualised Behaviour Risk and Support Management Plan will be completed. Parents and the young person concerned should be part of the plan, along with key agencies / professionals involved. Schools may discuss the behaviours with other professionals involved with a child or family as part of the assessment process. This may also include consultation with relevant Early Help teams, School Improvement Liverpool officers or with Children's Services and/or the Police.
- 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 or sexual violence and harassment continues:

1. Children involved will be closely monitored
2. Parents will continue to be closely involved.
3. Governors will be informed.
4. In some cases – sanctions of suspension and exclusion will apply.

We are responsible for responding to behaviour that could be considered sexually inappropriate. We take all safeguarding matters seriously and when deemed necessary, will report to the relevant agencies, including MASH (Multi Agency Safeguarding HUB) and the police.

## **8. 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 and harassment is often linked to discrimination, including on the basis of gender, gender identity, race, faith, sexual orientation or special educational needs and disabilities. Like other forms of bullying, this can affect self-esteem and self-confidence. Addressing all forms of bullying, harassment and discrimination is vital in order to safeguard our children and to support the health and wellbeing of all members of the school community.

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.

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, harassed or threatened online; stopping the incident from spreading and assisting 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 suspension and exclusion.

### **9. 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.

### **10. Beyond the school gate**

The Federation has the right to sanction conduct (including online conduct) outside of the school premises when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil at the school / federation;
- posing a threat to another pupil
- adversely affecting the reputation of the school/ federation.

In all cases, the federation will only discipline the pupil on the school premises or elsewhere at a time when the pupil is under charge of a member of the staff at school.

### **11. Recording Incidents**

All incidents, low-level, isolated and repeated incidents are factually recorded electronically on CPOMs using the **ABC Approach** - Antecedent (door to classroom was opened for a message to be given), Behaviour (child left the classroom), Consequence (teacher went to speak with the child).

Questions to consider:

Who was involved?

Where did it take place?

What happened?

What was the response from the child/ren / staff member/s?

What Information was shared with staff or parents and how?  
What was the outcome?

where the intention to hurt someone either physically or emotionally aimed at certain groups, for example because of race, religion, gender or sexual orientation will instantly be recorded on CPOMs and SLT will be alerted electronically and verbally as instantaneous support and intervention may be required.

A Safeguarding Report is shared with the Governing Body each term. This is compiled by the Designated Safeguarding Team sub-categorising behaviour accordingly. CPOMs documents, filters and categorises all behaviours so that information is accurate and readily available.

## 12. LeAFE Support

We use a range of de-escalation techniques and individual strategies to support our children to make choices necessary to manage their behaviour. Sometimes however, we may need to physically support in order to ensure the safety of themselves and others. We do this via LaAFE (Learning Approaches For Everyone) Approach.

LeAFE Support is a supportive holding method to ensure the safety of the child who is displaying heightened behaviours and those around them. Our methods allow the child to have natural movement at all times and is not reliant on strength or equipment. If for the safety of themselves or others a support hold method has been used, parents will be informed and a factual account shared and logged on CPOMs.

The methodology is accredited by CPD UK and training was accessed by a facilitator from the RRN (Restraint Reduction Network). Please speak to trained members of the SLT to further explore the rationale for this methodology and how it fits in with the latest guidance and law.

LeAFE Trained Staff	
St Cuthbert's	St Sebastian's
Claire Bellis-Knox	Jacqui Mulligan
Holly Delahunty	Joanne Devine
Danielle Garvey	Leanne McCormick
Kate Lunt	Niamh Fay

## 13. Suspension and Exclusion

We will work tirelessly to resolve issues that our children may have or present. By abiding by the school ethos, we will support children in recognising and reflecting on inappropriate actions or behaviours and encouraging them to make positive changes - allowing them time to consider the impact their actions may have had on others. We will work closely with parents and other professionals to help support the process of understanding and scaffolding.

At times, children may display high levels of anxiety that results in a situation escalating and potential harm being caused. Appropriate, proportionate action may be taken, including suspension for a fixed period of time or exclusion. Suspension and permanent exclusion are sometimes necessary where it is

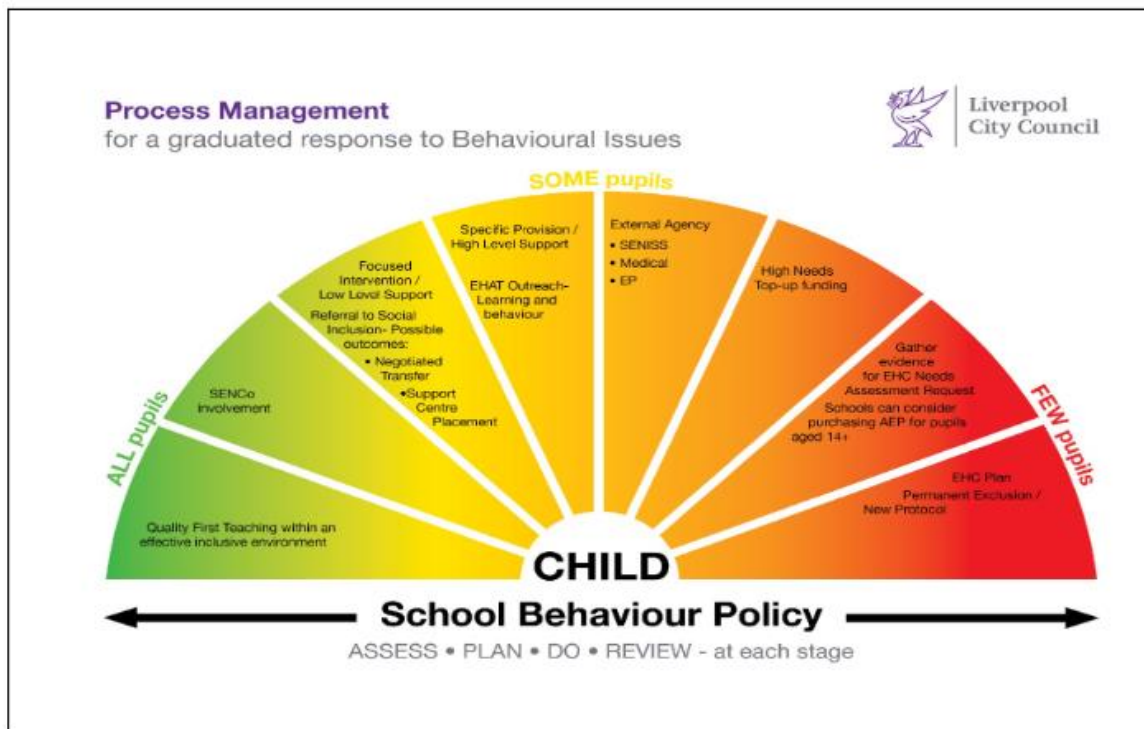


accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. This will be implemented by the Head Teacher. We do not take this decision lightly as we firmly believe that the best intervention for our children is to work with school so that we can support them.

Please refer to the Suspension and Permanent Exclusion Policy (September 2022) based on statutory guidance from the Department for Education.

Appendix 1 – Graduated Approach for Behaviour Management

**Graduated Approach for Behaviour Management**



## Appendix 2 – Voluntary Home School Agreement

### Voluntary Home School Agreement

#### The Federation of St. Cuthbert's and Sebastian's Catholic Primary Schools



"In Love with Christ: Be the best I can. Be kind to one another. Amen."

"Only my best will do. Be kind to one another."

In agreeing to our Home–School Agreement, our pupils, parents and teachers are demonstrating our commitment in working together to respect the schools' mission statement and live out our school mottos.

#### **Pupil Name**

I will:

- Attend school regularly and on time, wearing my full school uniform / PE kit.
- Behave in a respectful and polite manner towards peers, staff and visitors to our school - ensuring that all are made to feel happy, safe and valued within our school community.
- Give my best efforts and focus to all aspects of school life - deepening my knowledge as well as discovering and developing my unique gifts and talents.
- Take pride in our school - treating the school grounds, the building and property within it with respect.

#### **Parents / Carers**

I / we will:

- Ensure strong school attendance and punctuality, communicating with school if there are reasons that my child is unable to attend school and avoiding appointments within the school day where possible.
- Proactively safeguard my child by monitoring their use of electronic devices and access to social media.
- Communicate with staff any issues or circumstances that school may need to be aware of in order to best support my child academically, socially and emotionally.
- Model mutual respect through appropriate conduct and positive relationships towards all members of the school community.
- Provide school with up to date contact, medical and welfare information, informing them of any changes or amendments where necessary.

#### **School Staff**

We will:

- Provide a welcoming environment where all pupils and members of the school community are valued and respected.
- Ensure the safety, E-safety and well-being of all pupils, guiding them in developing their awareness of how they can keep themselves safe.
- Provide a balanced curriculum and varied opportunities for each pupil to develop academically, socially and spiritually.
- Maintain a fully inclusive, supportive school ethos where individual needs are met.
- Consistently model and demonstrate the high standards of behaviour and mutual respect that is expected.
- Seek and appreciate the input and viewpoints of parents and carers, developing and strengthening collaboration between home and school.

#### **14. Scheduled Review**

Policy Written:	September 2022
Shared with governors:	September 2022
Committee responsible:	Curriculum & Safeguarding
Next review:	October 2023
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).