

St Cuthbert's Catholic Primary School

School Motto

*In love with Christ: Be the best I can. Be kind to one another.
Amen*



Mission Statement

*As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness.
Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.*

Positive Behaviour Management Policy September 2025

Contents

1. Behaviour Principles	3
2. Our Aims	3
3. Our School Code of Conduct	3
4. Roles	4
5. Positive Behaviour Management	5
6. Rewards	6
7. Anti Bullying, Sexual Violence and Harassment between children	7
8. Use of Social Media	8
9. The Role of Parent/Guardians in Social Media	8
10. Beyond the school gate	8
11. Recording Incidents	9
12. LeAFE Support & React UK	9
13. Suspension and Exclusion	9
Appendix 1 – Graduated Approach for Behaviour Management ..	Error! Bookmark not defined.
Appendix 2 – Voluntary Home School Agreement	10
14. Scheduled Review	13

1. Behaviour Principles

Our school is welcoming, diverse and a fully inclusive community, whereby we value each other's health and wellbeing. We value the work and efforts we pursue for the benefit of each other. Our Positive Behaviour Management Policy reflects our mission statement, our caring, nurturing, extremely positive ethos and the behaviour principles formed by our governing body, based on a strong emphasis of mutual respect and understanding. These principles are shared with and by our children, staff and families who have contributed significantly to this document. Relationships are key to the strength of our Policy.

2. Our Aims

At St Cuthbert's, we aim to encourage an atmosphere and environment, which values health and wellbeing, where children feel valued and safe whilst being supported to embrace challenge as resilient learners. Our curriculum enables our children 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.
- Model and promote positive behaviour and attitudes towards school life.
- Recognise and celebrate positive behaviour.
- Encourage respect for all within our school community
- Nurture an understanding and recognition that behaviour is changeable.
- Respond to dysregulated behaviour promptly, predictably and with confidence to maintain a calm, safe learning environment.
- Consider how challenging behaviour can be prevented from reoccurring.

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 attending St Cuthbert's Catholic Primary School, happy to play, learn and thrive 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, families, 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 & care
- Co-operation & positive communication
- Reflection

We are proactive in providing comprehensive support:

- Understanding and meeting the needs of all children
- Setting boundaries and reinforcing rules
- Developing a shared understanding of expectations

St Cuthbert's Catholic Primary School

- Positive feedback and meaningful praise
- Meaningful interaction to build self esteem
- Creative, positive relationships
- Maintenance of a positive behaviour culture

4. Roles

Children deserve to learn in an environment that is calm, safe, supported and where they are treated with dignity and respect. In order to achieve and maintain this, our children contribute towards deciding on behaviour standards, expectations, support and consequence processes. Children are encouraged to share their own experiences of behaviour and provide feedback on the school's behaviour culture. All children are supported in achieving the expected standards of positive behaviour, including pupils with SEND, ensuring that as a school community, each individual is able to achieve and thrive both in and out of the classroom

Parents & Carers are crucial in helping to develop and maintain positive behaviour. The expectation is that they will work in collaboration with 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 dysregulation or behavioural concerns to be positively supported.

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

Senior staff have been assigned proactive roles in modeling positive behaviour management. The SLT (School Leadership Team) are highly visible, with leaders routinely engaging with pupils, parents, carers and staff - setting and maintaining the behaviour culture and an environment where everyone feels safe and fully supported.

	St Cuthbert's	Role
Whole School	Claire Bellis-Knox	DSL DAL Head Teacher
Early Years	Holly Delahunty	Deputy DSL Early Years Lead
KS1	Lauren Murphy	Deputy DSL Senior Teacher RE, RSHE & PSHE Lead
KS2	Danielle Garvey	Deputy DSL Assistant HT LAC Curriculum Lead
KS2	Kate Lunt	Deputy DSL Assistant HT SENCo & SMHL

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 dysregulated 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, carers and teachers are demonstrating commitment in working together to respect the schools mission statement and live out our school motto (see Appendix 1)

The Governing Body will support St Cuthbert's 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 dysregulated) 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 support 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 to praise positive behaviour in addition to clear (and often bespoke / individualised) strategies to implement for those who require further support in positive decision making 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, need or disability affecting the child.* In certain circumstances, we will work with local agencies (SENISS, Behaviour Management Team, Consortia, Educational Psychology or Together Trust) to assess the needs of pupils who display continuous dysregulation:

Liverpool City Council Levels of Need:

A child and their family's needs will determine the response that is offered. Below are explanations of each level of need - their circumstances and key factors, plus examples of services offered at each level.

Level 1 - universal needs

Most children's needs can be met through their family and universal services such as health, education, community, or voluntary agencies and leisure services. Children at Level 1 make good overall progress in most areas of development.

Level 2 - emerging needs/universal plus

These children and their families have additional or emerging needs that are starting to impact on their daily life. These needs cannot be met through universal services alone and these children and their families require additional support.

Level 3 - targeted needs

These children and families have multiple unmet or partially-met needs that will likely require regular home visits and targeted interventions to address their support needs. Without additional support, the needs of the family are likely to increase and escalate, potentially resulting in statutory interventions being required.

Level 4 - safeguarding and specialist

These children and families have needs which cannot be met through early help and require specialist support from a statutory service such as Children's Social Care. These include cases where there is 'reasonable cause' to suspect a child is suffering or is likely to suffer significant harm as defined by the Children Act.

It also includes concerns relating to 'harmful practices' such as forced marriage or female genital mutilation.

Where persistently dysregulated behaviour occurs or concerns regarding behaviour arise, staff work in close collaboration with the child, family, colleagues and in some cases, other professionals (Behaviour Management Team, 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.

St Cuthbert's Catholic Primary School will always consider whether misbehavior gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be a case as set out in part 1 of KCSIE, staff will closely follow and adhere to our Child Protection Policy and speak with the DSL (or a Deputy DSL). The appropriateness of pastoral support, an early intervention, referral to CASS (Children's Advice & Support Service) or referral to Prevent will be considered.

6. Rewards

Positive behaviour and demonstration of mutually agreed rules are consistently acknowledged and praised. In doing so, rewards may be in many forms such as verbal praise, stickers, DOJO messages to parents, certificates, House Points and Head Teacher Awards. Children are role models for each other and positive behaviour and self-regulation will be celebrated 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 for example, a 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

The ethos at St Cuthbert's Catholic Primary School 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, News & Updates 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, PSHE and Philosophy for Children.

We work with our children, to ensure they recognise the appropriateness and impact of their actions. In addition, they are supported to unpick the trigger and to reflect on their attitude, behaviour and use of 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 the 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 Family Help teams, School Improvement Liverpool officers, CASS and/or the Police.
- A record will be kept of all meetings and all notes will be uploaded onto CPOMs.
- A programme of support / intervention will be devised to support the children where appropriate
- 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. Safeguarding is included within the School Development Plan outlining 2025-2026 priorities.

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 & carers 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 Snapchat, Instagram, WhatsApp & TikTok.

10. Beyond the school gate

St Cuthbert's Catholic Primary School 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 of St Cuthbert's;
- posing a threat to another pupil
- adversely affecting the reputation of St Cuthbert's.

In all cases, St Cuthbert's Catholic Primary School 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 & React UK

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:

React UK –

Level 2 Positive Handling is a legally compliant training that fully meets the recommendations of the DfE guidance, inclusive of de-escalation strategies. This comprehensive training focuses on developing a clear understanding of the functions of behaviour, Positive Behaviour Support and understanding the biology behind the behaviour so that the need to use restrictive force is greatly reduced. Staff have learned how they can reduce risks by diffusing aggression and, if necessary, how to control potentially violent situations through the use of medically risk assessed holds whilst maintaining the dignity and safety of themselves and the children involved.

React UK: Foundation Level in Reducing Challenging Behaviour & Level 2 Positive Handling – 3.5.24
St Cuthbert's
Paula Farley
Deana Knowles
Tracy Wooding
Whole Staff Training accessed 25.10.24

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 and / or dysregulation 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 most appropriate 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 2025) based on statutory guidance from the Department for Education.

Appendix 1 – Voluntary Home School Agreement (St. Cuthbert's) ***Voluntary Home School Agreement***

St Cuthbert's Catholic Primary Schools



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

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.

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St Cuthbert's Catholic Primary School

- 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 2025
Shared with governors:	September 2025
Next review:	September 2026
Staff Responsible:	Claire Bellis-Knox

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