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.

Behaviour Management Policy September 2026

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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:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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.

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

3. Legislation, statutory requirements & guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- Persistent & disruptive behaviour in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion and refusal to complete classwork or homework
- Disrespectful attitude towards a member of the school community

Serious misbehaviour is defined as:
Repeated breaches of the school rules

Any form of child-on-child abuse, including but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI

- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
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) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) 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, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

6. 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
- Positive feedback and meaningful praise
- Meaningful interaction to build self esteem
- Creative, positive relationships
- Maintenance of a positive behaviour culture

7. Roles

The Governing Body of St Cuthbert's Catholic Primary School 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
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governors
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- 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 inappropriate 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 CPOM behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see Appendix 2)

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.

Senior Leadership Team	Role
Claire Bellis-Knox	DSL DAL Head Teacher
Helen Jones	Deputy DSL Early Years Lead Reception Class Teacher
Lauren Murphy	Deputy DSL Senior Teacher RE, RSHE & PSHE Lead Year 4 Class Teacher
Danielle Garvey	Deputy DSL Assistant HT LAC Curriculum Lead Year 6 Class Teacher
Kate Lunt	Deputy DSL Assistant HT SENCo & SMHL Year 6 Class Teacher

- 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)

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 and fairly
- 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, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectation
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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.

Parents & 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
- Celebrate their child's successes
- 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

St Cuthbert's Catholic Primary 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.

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

Children will be made aware of the following during their introduction into the behaviour culture of our school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

8. Mobile Phones

At St Cuthbert's Catholic Primary School, our Mobile Phone Policy aims to:

- Ensure our school environment is mobile phone-free by default
- Ensure the safe, responsible and lawful use of mobile phones, where applicable
- Provide clear guidelines for the use of mobile phones for pupils, staff, parents/carers, visitors and volunteers
- Support the school's other policies, especially those related to Child Protection, Safeguarding and Behaviour.

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issue
- Risk of theft, loss, or damage
- Appropriate use of technology for learning purposes

The Policy is available via the school website: St Cuthbert's Policies

9. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:
Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

10. 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.

Positive behaviour and demonstration of mutually agreed rules are consistently acknowledged and praised. This provides an opportunity for all staff to reinforce the school's culture and ethos. 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 which further reinforces the routines, expectations and norms of the school's behaviour culture.

11. Responding to Inappropriate Behaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of inappropriate behaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that inappropriate behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies: St Cuthbert's Policies

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g., whether a pupil has specific vulnerabilities) and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a child to support them to meet behaviour standards in the future.

School may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our [SENCO, DSL and / or Inclusion Team] to help determine an

appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

12. Safeguarding

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 misbehaviour 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, universal services, targeted family help or referral to CASS (Children's Advice & Support Service) or referral to Prevent will be considered.

Please refer to our Child Protection Policy for more information: St Cuthbert's Policies

13. Restrictive Interventions, including reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

13.1. Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.
All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
Please see our restrictive intervention policy for more information: St Cuthbert's Policies

13.2. Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.
During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them (e.g. The Sensory Room)
- The pupil will be supervised at all times, by at least 1 trusted member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty: St Cuthbert's Policies

14. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14.1. Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

14.2. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search and/or can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher (DSL) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.
'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

14.3. Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags
- Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

14.4. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

14.5. Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

14.6. Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

15. Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse St Cuthbert's Policies

16. 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;

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
- 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 the lawful control of a member of the staff.

16.1 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.
Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

17. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police only by gathering enough information to establish the facts of the case. When establishing the facts, initial investigations will be fully documented and the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head Teacher (DSL) will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Zero-tolerance approach to sexual harassment and sexual violence

St Cuthbert's Catholic Primary 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 in line with our child protection and safeguarding policy. Please refer to our child protection and safeguarding policy for more information: St Cuthbert's Policies

19. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to 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 consider whether to 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 (LADO), 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: St Cuthbert's Policies for more information on responding to allegations of abuse against staff or other pupils.

20 Serious Sanctions

20.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see Section 13.2 for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
Removal can be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team and will be removed until the child is regulated and able to safely access the classroom environment in order to access learning.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Deployment of staff
- Individual Behaviour Plans
- BIT Referral
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil and that parents/carers were informed and how they were informed on the same day as the incident.

20.2. Suspension and permanent exclusion

The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.
Please refer to our exclusions policy for more information: St Cuthbert's Policies

21 Responding to misbehaviour from pupils with SEND

21.1 Recognising the impact of SEND on behaviour

School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

We will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of misbehaviour 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 by the school on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies.
As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.
We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to remain focused for a sustained period of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Sensory Rooms) where pupils can regulate their emotions during a moment of sensory overload

21.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. School will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

21.3 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/carers to create the plan and review it on a regular basis.

21.4 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 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 matter. If appropriate, the school may request an emergency review of the EHC plan which can be requested by contacting St Cuthbert's Catholic Primary School's SEND Case Worker Alisa Daley: Alisa.Daley@liverpool.gov.uk

22. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
  - *Pre-return reflection conversations between the pupil and designated staff.*
  - *Clear criteria for returning to mainstream lessons after classroom removal or suspension.*
  - *Post-sanction review check-ins to monitor the pupil's transition back into the classroom.*
- Daily contact with a trusted adult in school
- A sticker chart – outlining agreed personalised behaviour goals

23. Pupil Transition

23.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

23.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) in addition to staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions

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 Whole Staff Training: 1.9.26

- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Identifying and challenging extreme online misogynistic or misandrist content

25. Monitoring and evaluating behaviour

St Cuthbert's Catholic Primary School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Head Teacher & SLT and shared with the governors
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to work to overcome them.

26. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and St Cuthbert's Catholic Primary School full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (see Section 25). At each review, the policy will be approved by the full governing body.

27. Monitoring this policy

This behaviour policy is linked to the following policies:

- Exclusion & Suspension Policy
- Child Protection Policy

- Restrictive Interventions Policy
- Mobile Phone Policy

28. Scheduled Review

Policy Written:	September 2026
Shared with governors:	September 2026
Next review:	September 2027
Staff Responsible:	Claire Bellis-Knox

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.
- 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.

Appendix 2 – Report Incident using CPOMS

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.