



Behaviour Policy

Updated May 2023
HELEN MULLINGER



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St Cuthbert's C of E Junior School

Behaviour Policy

Policy History	Date
First draft	18th November 2003
Presented to staff	19th November 2003
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Presented to Governors	19th January 2004
Review	7th March 2005
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3rd review	15th May 2006
4th review	9th January 2007
5th review	21st November 2007
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7th review	September 2008
8th review by Governors	8th July 2009
9th review	September 2010
10th review	September 2012
11th review	September 2013
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15 th review by SLT	October 2017
16 th Review by SLT	February 2019
17 th Review by staff and governors	November 2020
18 th Review by SLT	May 2023



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THE AIMS OF THE SCHOOL

1. Ensure that our school is a happy, secure and supportive place, where everyone is valued.
2. Provide a rich, varied and stimulating curriculum, which is accessible to all.
3. Encourage a love of learning and the desire to expand their knowledge and skills throughout life.
4. Foster spiritual awareness and a sense of awe and wonder.
5. Develop the understanding and skills needed to become responsible and effective members of the school and as part of the wider community.

This policy will set out how these aims will be practically realised by staff and governors around the school and in the classroom with reference to Behaviour.

The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and inclusive learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment and equality for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying, racism, sexism and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to promoting good behaviour and discipline.

Roles and responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff, pupils and parents, the policy for promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the



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expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching and modelling good behaviour, including positive relationships, and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, gender reassignment, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of the child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, racism and any form of harassment are reported.

Recording Procedures

Classroom Behaviour Folders

Any incidence in the school building must be recorded in the Behaviour Folder. These will be monitored daily and referred to a member of the SLT where there are concerns. The total recorded number of incidents will be given to the head teacher weekly and reported to Governors and SLT. This will inform the effectiveness of rewards, policies and procedures in the school.

This is an effective tool for reflecting on and understanding the reason for the behaviour and how to adapt provision and support in order for it not to occur again.

Legislation and statutory requirements



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This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- [The Equality Act 2010](#)
- [Special educational needs and disability \(SEND\) code of practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

This policy is linked to the Anti Bullying Policy, Online Abuse Policy and Exclusions Policy, all of which can be found on the school website or available as head copy from school office

Children's Rights

St Cuthbert's CofE Junior School respects the rights of children and therefore this behaviour policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are promoted. The school has three rights that underpin this policy:

The right to respect

The right to learn



The right to be safe

Being part of the school community

These rights are non-negotiable and all children should be shown respect, be able to learn and feel safe.



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Learning Behaviour

St Cuthbert's CofE Junior School expects that all pupils display outstanding behaviour for learning. There is no one single definition of behaviour for learning but these are some key elements that we expect:

- Pupils attitude to work
- Pupils engagement with their learning
- Pupils ability to demonstrate resilience
- Pupils ability to understand themselves as learners
- Pupils positive interactions with other pupils and staff members
- Pupils use of resources
- Pupils willingness to learn
- Pupils have aspirations
- Pupils being able to modify their behaviour appropriately in different situations

In addition, there is also an expectation that all staff will actively promote children's appropriate behaviour for learning.

Staff should:

- Role model themselves as learners
- Demonstrate positive attitudes to learning themselves
- Actively promote children's curiosity
- Consistently challenge negative attitudes to learning
- Ensure learning environments have a meaning work ethic which is shared by all staff
- Only accept the very best standard of work the pupil is capable of producing
- Raise pupil's self-esteem and expectation of what they can achieve as learners

We expect all children at St Cuthbert's CofE Junior School to:

- Show good manners
- Think of the feelings of others
- Behave in a manner that promotes their own safety and the safety of others
- Try their best and show respect to their peers and to adults.

It is important to promote positive behaviour at all times and this is achieved through:

- Establishing good, clear and positive class rules
- Using recognition and reward – praise based on clear expectations
- Developing positive relationships with children
- Dealing with children respectfully expecting them to demonstrate respect in return – leading by example



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- Giving children time to develop empathy through the curriculum – PSHCE, SEAL, Circle Time etc...
- Encouraging and teaching children how to try to solve their problems
- Having clear and consistent consequences for all children

Other important points to consider:

- Planning and teaching to ensure appropriate challenge and learning for all children
- Appropriate use of questions to maintain pupil engagement
- Is the classroom environment conducive to learning? How you and the pupils are positioned in the classroom – e.g. if they cannot see the whiteboard they might disengage.
- Be clear with all instructions and directions to avoid any confusion which could lead to disengagement and inappropriate behaviour
- How are support staff being used – who are they working with? Where are they positioned?
- Praise – ensure that children understand why they are praised – be precise.
- Positive comments should outweigh negative comments in the classroom

Rewards

Good behaviour and good work will be rewarded in a variety of ways:

- Verbal praise
- Sent to show work to another member of staff
- Stickers
- Certificates
- Star of the week award
- Golden Time
- Special golden envelopes
- A public word in front of the class or group
- A word to parents at the end of the day, specifically informing them of some action or achievement deserving praise (We must ensure that we do not only ask to see parents when there is a problem.)

All children not entered into the green folder for a negative reason (those who are always well behaved) will have a reward at the end of each half term.

Golden Time



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Golden time is awarded at the end of every week. At the beginning of every day, all children have an opportunity to retain their 15 minutes of Golden Time.

Children who behave according to the school rules keep their 15 minutes Golden Time. If a child chooses not to adhere to the school rules then their Golden Time is reduced in units of 5 minutes. It is possible for a child to earn time back if there is an improvement in behaviour.

Children who have not earned all of their Golden Time complete a reflection sheet to say why they have not achieved it and what can they change next time.

Class Dojo

Class dojo is a communication App between the teacher and the parent. Reminders can be sent out to all parents or a specific message can be sent to one parent. Parents are also able to message the teacher. Part of this system is a reward initiative where children are awarded class dojos. Class dojos are collected and from that, children are awarded bronze, silver, gold and blacknum stars. Parents are able to go on to their child's class dojo page and see the how many dojos they have been awarded and for what reason.

Sanctions

Low level disruption

Low-level disruption in class affects the pupil's own learning and that of other pupils. This disruption will be addressed through sanctions set out below.

Low-level disruptive behaviour may consist of:

- Minor deliberate damage to another child's or school property
- Misuse of classroom equipment
- Throwing or flicking objects in the classroom
- Misuse of toilets or wash areas
- Interrupting the lesson
- Not on task and wasting time
- Talking whilst the teacher is talking
- Distracting other children
- Making irritating noises, gestures or actions
- Unsafe movement around the classroom / school
- Swinging on their chairs
- Interfering with another person's property or work
- Wandering around class



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Sanctions

BLUE

1st verbal warning

Child given a verbal warning and blue card. Staff to make it clear what is the expected behaviour. Remind child of what next step will be if they do not rectify behaviour. Each child is given a chance to improve their behaviour.

YELLOW

2nd verbal warning

Persistent low level disruption despite verbal warning will lead to a second warning and the behaviour recorded in classroom behaviour log. Child will lose 5 minutes of playtime. If a child is on yellow more than 4 times in a week, the class teacher will speak to the parents. The child will spend 30 minutes at lunchtime with ELSA reflecting on behaviour and completing in a reflection form.

PURPLE

3RD verbal warning

If persistent low level disruption continues resulting in a 3rd verbal warning, the child will complete the reflection form and letter of apology with a member of SLT during lunchtime. Parents will be informed by telephone of unacceptable behaviour by member of SLT who has been dealing with the incidents.

RED

For further continuous or repeated unacceptable behaviour or for one off very serious incidents a red card will be given. It needs to be impressed on children that it is very serious to receive a red card and they should be given out rarely.

This is recorded in the behaviour folder. Head teacher and class teacher will speak to parents. If a child continues their disruptive or disrespectful behaviour then a member of SLT will be called on to remove the child from the lesson. The reflection form and letter of apology will be completed with the head teacher or deputy head teacher. The member of SLT dealing with the incident will invite the parent in for a meeting to discuss their child's behaviour.

The child may go straight to red for a single serious incident. The child will complete reflection form with the head teacher or deputy head teacher.

A serious incident is a dangerous or deliberate action that shows no respect for property or people such as;

- Physical violence
- Leaving the school premises without permission
- Vandalism
- Throwing furniture
- Deliberately throwing stones or other objects at another person or property
- Aggressively swearing at another person
- Actions which affect the health and safety, welfare and learning of members of the school

If a dangerous or deliberate act occurs, then the child will be taken to the Head teacher or Deputy head teacher who will immediately give them a red card. Procedures will then be followed and the reflection form and letter of apology must be completed with the member of SLT dealing with the incident. A meeting will be requested with the parent to discuss the behaviour.



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The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

If a child receives a second red card in a half term then the Headteacher or Deputy Headteacher will invite parents into the school to discuss strategies with supporting their child in changing their behaviour.

These strategies may include:

- Child placed on weekly report
- Pastoral Support Plan
- Individual behaviour contracts
- Staff working together to support the child
- Child placed on Special Needs register
- Support from ELSA in school

The consequences of third red, which may include fixed term exclusion, will be made clear to pupil and parents.

- If the above sanctions are applied and there is no improvement in the child's behaviour then referrals to external agencies may be made. In all cases, they will need to see written evidence of support interventions, support and sanctions already applied.

Agencies that may become involved are:

- Behaviour Support Service
- School Health
- Educational Psychologist
- PFSA
- The school may consider whether an Early Health Care Plan (EHCP) should be submitted if the child has special educational needs. This would generate funding for additional support. If this were to happen, there would need to be substantial recorded evidence for an application to be successful.

Behaviour Plan

On rare occasions, children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will be a very small minority of children. These children should be referred to the SENCo and a specific behaviour plan be implemented. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, SENCo and Head Teacher.

If a child is presenting a danger to pupils, staff or property then a member of senior staff needs to be alerted.



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- Fixed term exclusion -
A child sent home for part of a day, with or without parent's permission counts as an exclusion and the necessary paperwork needs to be completed.
- Permanent exclusion – A decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy;
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

As per guidance from DFE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 p10

Exclusion (fixed term or permanent) is an extreme step and will only be taken in cases where:

- Long-term misbehaviour, pupil is not responding to implemented strategies and the safety and learning of others is being seriously hindered.
- Pupil leaves the school site putting his or her own safety at risk.
- Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. In such a circumstance, the Behaviour and Attendance Panel will work with the school, the child and their parents/carers to agree an appropriate way forward.



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Pupils with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

It may be appropriate for some children with SEND or SEMH to have a separate and personalised behaviour programme that specifically addresses the pupil's needs.



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Parental Behaviour

We believe that children learn by example. Parents, carers, friends and family are their role models. It is therefore very important that everyone is clear about the expectation of behaviour when on school premises.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However we understand that everyday misunderstandings can cause frustrations and have a negative impact on relationships. Where issues arise or misconceptions take place, please contact your child's teacher who will be available to meet with you and go through the issue and hopefully resolve it. If the problem continues then make an appointment to speak to the Head teacher or a senior member of staff. Where issues remain unresolved, please follow the school's complaints procedure. This is available on the school website or a copy can be requested from the school office.

Behaviour that will not be tolerated on school premises:

- Disruptive behaviour which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening a member of staff, visitor or other parent/carer or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook or other social media sites
- The use of physical, verbal or written aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child.
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.

Should **any** of the above occur on school premises or in connection with school, the school may feel it is necessary to take action by contacting the appropriate authorities or consider banning the offending adult from entering the school premises.

The vast majority of parents are very supportive and use the correct channels when there are issues. Together we want to create a positive and uplifting environment not only for the children but also all who work and visit our school.

It is important for parents and carers to make sure any person collecting their children are aware of this policy.

What happens if someone ignores this policy?

In the event of any parent/carer or visitor of the school breaking this policy then proportionate actions will be taken as follows:



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In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include cases of threats or violence and actual violence to any child, staff or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyber bullying.

Where a parent acts aggressively to either children, staff or other parents then a ban from the school site will be considered.

School staff and volunteers at school are expected to model exemplary behaviour and are required to follow the Staff Code of Conduct.



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COVID-19 APPENDIX 1

This supplement is an addition to St Cuthbert's CofE School's Behaviour policy. This will be shared with all parents before children return to school in September 2020.

Support for this addition to our policy has been taken from this Government guidance.

Sharing Expectations

Information regarding changes to school health and safety procedures will be shared with all children and staff before the return to school in September 2020, to make everyone clear of the new expectations. These expectations will be found in the school's most recent risk assessments and new Coronavirus Prevention posters for pupils and staff.

Consequences for Accidental Infringements

If a child accidentally breaks or disregards the guidelines, for example, if a child unintentionally breaks social distancing advice, puts items in their mouths (pens, jumpers etc), or is not following instructions given by adults or not following hygiene rules, the following sanctions from our usual Behaviour Policy will apply:

1. Friendly warning will be given and a reminder of the rules discussed.
2. Firm warning will be given and a reminder of the rules given again.
3. Child will speak to a senior member of staff and reflect on the unwanted behaviour and what they can do differently. Parents/Carers will be contacted and a conversation will be held about how the child can supported to return to school safely.

Deliberate Infringements

If a child wilfully puts or threatens to put the health of others at risk, for example, threatens to cough, spit, lick, to break social distance, or not follow hygiene or other instructions, then the following sanctions will apply:

1. The child will be immediately isolated with a member of staff in full PPE until parents can come to collect them. A conversation will be held with parents/carers about how the child can supported to return to school safely.
2. If unsafe behaviour continues on the return to school, the school will discuss provision for the child to continue their education at home through our Home Learning Support during the COVID-19 crisis.



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Reflection Sheet

What happened?

What did I do?

How did I feel?

How did the other people feel?

What happened as a result of my actions?

What have I learnt?



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