

*'Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*  
**Loving one another. Learning for our future.**



## **St Cuthbert with St Matthias CE Primary School**

# **Behaviour Policy**

Reviewed: Spring 2021  
**Next Review: Spring 2022**

## **Behaviour Policy**

St Cuthbert with St Matthias is a Church of England Voluntary Aided school. All that is contained within this policy is within the ethos of the school and supports progress towards our aims.

### **Our Vision**

Our vision inspires our ethos and conduct

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### **THE AIMS OF OUR SCHOOL**

- To be an inclusive school which welcomes all children from our community and provides education of the highest quality for them
- To develop children to become effective and joyful learners
- To provide a motivating, relevant and broad curriculum, with rich learning experiences
- To help everyone strive to reach their full learning, physical and creative potential,
- To provide a stimulating environment for learning which celebrates the cultural diversity of our school and community
- To be recognized as a leading international school
- To provide a welcoming, hospitable, atmosphere, based on positive relationships, where everyone, children and teaching staff, are valued and diversity is celebrated
- To promote equality of opportunity for every person involved with the school community
- To encourage a culture of lifelong learning, for the whole school community
- To promote good citizenship within a cohesive community
- To be a school which promotes good health equally with spiritual and moral development for all school community

We take a holistic approach to a child's needs and understand conduct is a function of the child and environment. We believe in clear boundaries, clarity of expectation, consistency, sharing the same language with all staff who manage a child, we understand the importance of our role in setting a standard of behaviour and modelling good behaviour to the children.

### **Aims and Expectations**

It is expected that everyone in our school, children, staff, parents, governors and visitors will conduct themselves in line with our school vision. Through this we hope that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

## Our Environment

We encourage responsible conduct in classes and around the school by having high expectations of children's attitudes and behaviour. We also encourage these behaviours through class activities and learning that is exciting, involving and that have a meaningful end product. We aim to make our school a place that encourages children to conduct themselves well because they know and feel that it is the right thing to do.

We aim to embed the following descriptors for Outstanding conduct:

*'The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.'*

*Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.*

*There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.*

*Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.*

*Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.*

*Fixed-term and internal exclusions are used appropriately.*

*The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.*

*Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe*

*Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.*

*Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.*

*Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.*

*Pupils actively support the wellbeing of other pupils.*

*Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.'*

## **Rewards and Sanctions**

Our school vision drives conduct in our school, and while classes may have individual routines and reward systems, our children are united in their knowledge that excellent manners, consideration and thoughtfulness for others and our ethos of nurturing each other is intrinsically who we are as a school. A visual reminder for monitoring our conduct is displayed in each classroom, and in corridors. We praise excellent choices and there are sanctions for poor choices which involve the child or children involved being reflective upon actions and taking part in restorative reflection times following poor choices. Our first approach is positive, and we always aim to 'catch the child doing the right thing and comment on it'. We seek to provide an interesting, involving and exciting curriculum to engage the children and expect a hard work from the children as we believe that this will minimise poor behaviour.

## **Green Zone**

We praise and reward children for good behaviour in a variety of ways, with a focus on the conduct bringing its own rewards of respect and achievement, but also:

- good behaviour is noted and commented on verbally;
- a "Star of the Week" from each class is chosen, given a certificate and mentioned in the newsletter. This could be for improved or excellent conduct or for excellent learning attainment or progress;
- children might be asked to share good learning with another class or the Headteacher or Assistant Headteachers;
- Dojo points or team points within classes might be given;
- a 'Headteacher's Award' sticker may be given by the Headteacher
- a Good Samaritan rosette is awarded each Thursday during Collective Worship to a pupil who has been nominated for excellent conduct in line with our vision;
- a Homework Hotshot sticker is awarded each Friday to a nominated class member from each class
- an Ambassador award is presented to individuals following any offsite activities deserving of this award.

We support children to excellent conduct and to fully engage in learning by complimenting their actions whenever seen. Actions such as holding a door back, looking smart, using 'Please' and 'Thank you' are positively recognised by all adults in our school.

We have a schedule of weekly circle times for each class. The RBKC guide for circle times is followed. Additionally, special circle times take place in Anti Bullying Week and in response to other topical issues important for the whole school or for particular classes.

Adults are on hand at playtimes to help children to resolve conflicts and encourage children to follow a series of options before coming to adults with a grievance. They use our Ollie's Options Posters to help children to resolve their own conflicts by making reasonable choices. These include: Rock-Paper-Scissors, Walking away, Taking Turns, Using your Words, Apologising, Ignoring, Asking for Help or their own Idea.

We value restorative approach to resolving conflicts. After an ongoing incident, children are guided by adults to take part in an impromptu circle time in order to address an issue or to resolve a conflict with a solution with the person concerned as key focus.

In our Collective Worship each Friday, a child from each year group is presented with a Star of the Week certificate which highlights an aspect of learning or conduct during the week.

Our School Councillors assist in addressing issues in our school that may arise.

We celebrate learning and seek to prioritise focus on learning by showcasing excellence in learning in our celebration corridor. We celebrate excellence in presentation and learning by displaying examples of children's learning in class displays. Each class in KS1 uses the Code of Conduct flipchart each morning to guide the children to excellent conduct looks like on a daily basis.

We regularly focus on our School vision in Collective Worship and Class Worship. We additionally remind ourselves of role models in our world who have followed the example Jesus set as recorded in the Bible.

Excellent code of conduct is often summed up in a 4C code: courtesy, consideration, cooperation and common sense. We award a 4C cup at the Y6 end of year graduation to a pupil who has shown exemplary code of conduct through their time at our school.

The school also employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Behaviour is logged according to type, location and time. This is reviewed by members of SLT each half term, and by the governors at our PWCE committee meetings.

### **Yellow Zone**

Children requiring warning and time out for a poor conduct choice enter the blue warning zone. The child is encouraged to earn his name back onto Green by the end of the morning or afternoon session.

Repeated poor behaviour will mean the child is placed in the Yellow zone on the class chart and they may be asked to return to class to complete a reflection sheet or redo poor quality learning at 1pm or during their playtime.

If poor behaviour is repeated, they will enter the Red zone.

### **Red Zone**

A child enters the Red zone for more serious behaviour. Extreme behaviour such as fighting, rudeness, swearing or gross disobedience will result in a Red Card. A Red Card is a card that will form part of a child's primary school record. It will automatically result in a letter home. It may ask parents to come in and see either the Headteacher or, in the absence of the Headteacher, an Assistant Headteacher.

A child with a Red Card will automatically miss the rest of the session in which they received the Red Card. If the Red Card is at lunchtime, they will automatically miss the rest of lunch play. If they are in a calm state, they can rejoin their class for the afternoon session however until they achieve that state they will remain out of class.

If the class teacher and/or member of the SLT believe that a child's conduct is a risk to their safety or the safety of others, or that they have not shown excellent conduct choices over a period of time, they may not be allowed to take part in a class trip or residential trip.

Children with repeated Red Cards will risk internal seclusion depending on the seriousness of the behaviour and its effect on other children. This will be organised by the Headteacher or Learning Mentor and may last from 1 to 5 days on each occasion. The child will need to be supported by Learning Mentor intervention and school generated behaviour support plans. We will always work with parents throughout this process.

A failure of a child to change their conduct even after this intervention is likely to result in temporary (fixed term) exclusion.

Repeated temporary exclusions will mean a risk of permanent exclusion – a last resort.

Very extreme behaviour such as unprovoked violent attack, violent bullying and repeated bullying will result in exclusion which may be either temporary or permanent depending on the severity and risk to others.

Bullying is not tolerated in any form. We address signs of bullying at the earliest of stages and involve parents in follow-up actions.

Exclusions are very serious, and we will try to support children so that exclusion does not happen. If an exclusion takes place, an exclusion letter is written to the parent with copies to the Chair of Governors and the borough, and this remains permanently on the child's records.

### **Restraint**

See Restrictive Physical Intervention (Restraint) Policy for further guidance.

We do not use restraint as a method of disciplining children, but we do allow staff to use restraint as is reasonable in the circumstances to prevent a pupil from doing, or, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive Physical Intervention (Restraint) Policy must be read before attempting to intervene in a physical way with any child.

## **The role of the staff**

It is the responsibility of the staff to ensure that the school rules are enforced in their class and when engaged in learning around the school site and off site and that their class behaves in a responsible manner at all times.

The Headteacher, teachers and key workers liaise with external agencies, as necessary, to support and guide the progress of each child. Teachers may, for example, discuss the needs of a child with the educational psychologist or LEA behaviour support service.

The teachers report to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The role of the Head Teacher**

It is the responsibility of the Headteacher and Assistant Headteachers, to implement the school Code of Conduct Policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher and Assistant Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher and Assistant Headteachers keep records of all reported serious incidents of misbehaviour.

## **The Role of Parents**

The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

If the school has to use reasonable sanctions to punish a child, we would expect that parents would support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governing body (see Complaints Procedure). It is important that any concerns are not shared with children as this can result in additional problems being caused.

We explain the school rules in the school prospectus and display them around school. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues following a parental appeal, complaint or grievance. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



(Green card): Excellent Conduct courtesy, cooperation, consideration, common sense

- Choices driven by our school vision
- Class dojo points
- HT sticker
- Hotshot award
- Star of Week award
- Ambassador award
- Good Samaritan award
- Postcard home noting excellence in learning and/or behaviour
- Exemplary behaviour noted in newsletter

(Yellow Card) Warning:

- Being rude to an adult
- Minor swearing including racist, sexist or anti-faith language
- Using hands or feet lightly on another pupil or adult (pushing, pulling, pinching)
- Play fighting
- Minor damaging of books, equipment, minor graffiti (e.g. scribbling on a book or table)
- Minor threatening to another pupil including racist, sexist or anti-faith threatening
- Verbal warning
- Name on board with intention of it coming off when 4C code behaviour is noted
- Behaviour reflection sheet at lunch time of that day
- If not back on excellent code of conduct after warning, Red card. If warning (yellow card) more than twice in one week, letter home and resulting in loss of next class visit or trip unless failure to improve

Red Card:

- Refusing to obey an adult after a warning
- Serious swearing including serious racist, sexist or anti-faith language
- Biting, kicking or hitting another pupil or adult
- Fighting
- Serious damage to property of school (breaking equipment, throwing equipment or furniture, serious graffiti)
- Serious threatening to another pupil or adult including serious racist, sexist or anti-faith threatening
- Noted to HT or AHT who asks Business Manager to record, writes letter home, calls parent
- Child completes Reflection Sheet in senior staff member class (or another class if more appropriate)
- Learning out of class with class task for rest of morning or afternoon
- Not eating with class. HTO for the lunch play if the issue occurs in the morning
- Loss of next class trip if failure to improve