St Cuthbert's Primary School
Behaviour Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Policy Written- September 2025
To be reviewed- September 2026

OUR BELIEFS ABOUT BEHAVIOUR

At St Cuthbert's CE Primary School, we are developing a nurturing school and believe that nurture should be at the heart of every child's education. The atmosphere of school and classroom climate is controlled by the adults within it. We believe children respond better to support, encouragement and reward rather than punitive measures.

Pupils and parents are encouraged to discuss any problems with staff in school. We treat all children fairly and apply this policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of nurture, kindness and cooperation. In conjunction with the school's core Christian values, this policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, the school does encourage pupils to understand that they have choices in behaviour and that inappropriate actions will have consequences.

The purpose of this policy is to give a clear code of conduct for the use of both adults and pupils at St Cuthbert's CE Primary School. It has been written following discussion with staff and pupils and reflects the values and principles we consider to be important for the school. This policy should not be seen as something static, but must be dynamic, proactive and responsive to school life. The school expects every member of the school community to behave in a considerate way towards each other to ensure that children are nurtured and treated fairly. This policy is designed to be followed consistently by all members of staff.

INTENT

AIMS

The aims and objectives of our Behaviour Policy reflect and support the School Mission Statement;

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To nurture positive, caring Christian attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline, spirituality and a sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout the school.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.

8. To raise self-esteem and teach positive behaviour and self-belief through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and when they occur.

All staff must:

• Take time to welcome children at the start of the day.
• Be at the door of their rooms at the start of each session.
• Always pick up on children who are failing to meet expectations.
• Always redirect children by referring to our core values.

The Head teacher and The Senior Leadership Team must:

• Be a visible presence around the school.
• Regularly celebrate staff and children whose efforts go above and beyond expectations.
• Encourage use of positive praise, phone calls/dojo messages/notes home and certificates/stickers.
• Ensure staff training needs are identified and met.
• Use behaviour records on CPOMs/ Individual Behaviour plans to target and assess interventions.
• Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

• Deliberately and persistently catch children doing the right thing and praise them.
• Know their classes well and develop positive relationships with all children.
• Relentlessly work to build mutual respect.
• Remain calm and keep their emotion for when it is most appreciated by children.
• Demonstrate unconditional care and compassion.

OTHER RELEVANT DOCUMENTATION: -

- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Teaching and Learning Policy
- Positive Handling Policy
- Staff Code of Conduct

ST CUTHBERT'S CORE VALUES

The school has five core values which ensure a consistent, fair, calm and productive environment to enable the children to learn in a nurturing and positive atmosphere. Our core values are displayed in every classroom and all communal areas around school. These will be known as 'St Cuthbert's Core Values'.

Excellence- Always trying to be the best you can be in all areas of school life.
"But as you excel in everything- in faith, in speech, in knowledge, in all earnestness, and in our love for you- see that you excel in this act of grace also." Corinthians 8:7

Respect- This means having respect for yourself, others and school property. It also means being polite and using your manners throughout the school day and to take pleasure in your appearance and the presentation of your work.
"Do for other people the same things you want them to do for you. This is the meaning of the law of Moses and the teaching of the prophets." Matthew 7:12

Resilience- The ability to bounce back from challenges and to keep trying to achieve your goals.
"I can do all things through Christ because he gives me strength." Philippians 4:13

Tolerance and Inclusivity- The understanding that we are all different and have different needs, beliefs and values. This may be related to SEND, religious beliefs, gender, LGBT etc.
"Therefore welcome one another as Christ has welcomed you, for the glory of God." Romans 15:7

Kindness- Recognising that we look after all members of the school community by having kind thoughts, words, and deeds.
"Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you." Ephesians 4:32

In addition, class teachers should set age- appropriate and specific rules for individual classes in the form of a class charter. This will be developed in collaboration with the children and clearly displayed in class at the start of each academic year and revisited at the beginning of each half term. The charter is worded positively, and is an integral part of every class which may change and evolve over the year.

IMPLEMENTATION

Positive Incentives, Rewards and sanctions

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. Dojos may be awarded for any actions, deeds or attitudes which demonstrate our school values. Parents receive a notification every time a dojo point has been earned.

Once awarded, a dojo point can never be deducted (see consequences). A guidance for creating a positive classroom environment is seven positives to every one negative.

Our Core Values	Visible Consistencies	Over and Above Recognition
1. Excellence 2. Respect 3. Resilience 4. Tolerance and Inclusivity 5. Kindness	1. Daily meet and greet to welcome children into class. 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Verbal praise 2. Dojo points 3. Stickers 4. Phone call/dojo home 5. SLT praise 6. Class Rewards 7. Badges 8. Recommendation to HT

Whole School Celebration

On a Friday the whole school comes together to celebrate achievements of both individuals and classes.

Rewards include

- Three badges for each class awarded to children who have demonstrated our core values throughout the week.
- Certificates for dojo points- Bronze (100 dojo points), Silver (200 dojo points), Gold (300 dojo points), Platinum (400 dojo points), Amethyst (500 dojo points)
- Attendance Ted- The class with the highest attendance that week.
- Purple Duster- The class who have respected their classroom environment by keeping it clean and tidy.
- St Cuthbert's award- Children demonstrating our core values are nominated by members of staff with reasons and two names are selected from the box each week.

Zones of Regulation

Zones of Regulation are used to support and teach children how to identify and regulate their feelings, energy and sensory needs effectively. Every class has a display linked to Zones of Regulation and these should always be the first point of reference when supporting children to recognise their emotions and self-regulate successfully. Effective use of the zones of regulation should be taught explicitly and modelled throughout the school day.

SANCTIONS

If a child is displaying undesirable behaviour we believe that children are trying to solve a problem, not be a problem. Behaviour is a form of communication and we need to support children by working with them to identify what they are trying to communicate to us.

We believe good behaviour and attendance needs to be taught and modelled by adults through positive reinforcement as children learn by example. Asking for help with undesired behaviour is a strength and we actively encourage all home school communication. Desired behaviour should be positively reinforced and we have several behaviour reward systems in place at St Cuthbert's CE Primary School to promote desired outcomes and for children to feel successful.

Sanctions *should*

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Respectful, Kind, demonstrate excellence, resilient, tolerant and inclusive) You now have the chance to make a better choice. (Here an example of positive behaviour should be given). Thank you for listening Example - 'I notice that you're not listening. You are not promoting or demonstrating our school core value of being respectful. Please listen. Thank you for listening.'
2. WARNING	I noticed you continued to choose to …… (noticed behaviour) This is the second time I have spoken to you. If you choose to make the wrong choices again you are choosing to (work at another table/ go to the quiet area / etc……) and we will speak about your choices for two minutes at the beginning of playtime. Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not getting on with your work. You are choosing not to demonstrate the core value of effort. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	I noticed you chose to …… (noticed behaviour) You need to……(Go to time out / Go to another table etc) Playground: You need to ……(Stand by other staff member/ me / Sit on the bench to reflect. I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are choosing to not demonstrate the school's core value of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' ***DO NOT describe child's behaviour to other adult in front of the child***
4. FOLLOW UP – REPAIR & RESTORE	Follow up- Repair and restore to be carried out by the member of staff who witnessed the incident. The repair and restore should take place only when the child is calm and ready to engage with the conversation. 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected?

	6. What should we do to put things right? 7. How can we do things differently? When making an apology, the following prompts should be used • Say sorry (Insert name) • Give the reason for the apology • Reassure that the behaviour will not happen again • Ask if they forgive you. It may be that on occasions, children are not ready to accept an apology. Staff should support both children in understanding this.
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Language around Behaviour

At St Cuthbert's Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to help children learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times, using terms such as 'in crisis' as an alternative.

Conversations should follow a script and actions should be discussed as the behaviours they are, and not be personal to the child. They should be conducted, in the first instance, by the staff member taking the class/ group.
Incidents are logged on CPOMS at the staff member's discretion.

Behaviour Pathway

Reminder
Warning
Time Out
Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Restorative Conversation then follow the guidelines below:
Sent to SLT/DHT/HT
Parents phoned
Parents called to school
Seclusion
Exclusion

When a child loses break time, they go to the allocated class for their Key Stage during that break time. Children are not to be left sitting outside the classroom/office or unsupervised in school.

If inappropriate behaviour occurs at break time, the staff on duty need to deal with it immediately. Children will be asked to take some time out to reflect on their inappropriate choices. If a child refuses, a member of the SLT will be sent for and the child will need to remain with them that day or the following day for a proportionate amount of time (at the SLT member's discretion).

At the end of the school day, remind children that every day provides a fresh start for all.

General Unacceptable Behaviours

At Saint Cuthbert's CE Primary School, we believe there is no place for: -

- VIOLENCE, INCLUDING SEXUAL VIOLENCE AND HARASSMENT
- BULLYING, INCLUDING HOMOPHOBIC/ RACIST/ RELIOGIOUS/LGBTQ+/ CYBER
- THREATENING BEHAVIOUR
- DISCRIMINATION
- COMPROMISING THE SAFETY OF OTHERS/ SELF
- DELIBERATE DISOBEDIENCE
- DELIBERATE VANDALISM

Behaviours of this nature are calculated and are not acceptable forms of communication. Where damage to school property has been deliberate, school may request a contribution towards the cost of repairs/ replacements.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ from our regular procedure, for example, they may need an Individual Behaviour Plan (IBP). In some cases, it would be unlawful to apply the whole school behaviour policy due to a child being unable to conform due to SEND or disabilities.
Any alternative procedure will be formed in agreement with the child, their parents and relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school and clearly displayed in the classroom for any member of staff new to the setting. A copy of the plan will be uploaded onto CPOMs. Plans are reviewed regularly depending on the individual circumstances.

Behaviour Guidelines for children in school and whilst at play

Level One	Examples of this behaviour may be shouting out, talking to peers during teaching input/ quiet working time, not engaging with/ completing work within capabilities, disrespectful language/ interactions.
	Strategies and Sanctions Refer to Zones of regulation and talk through emotions with the child, discuss strategies to help them self-regulate. Verbal warning including an example of expected behaviour. This is accompanied by a visual card with a reminder of expected behaviour and the consequence for continuing with undesired behaviour.
Level Two	Examples of this behaviour may include- Continuous level one behaviours that cause continuous disruption to the learning of others', rough play which does not cause injury to others, demonstrating a lack of respect for adults and pupils, behaviours which directly contradict St Cuthbert's Core Values. **This will be recorded on CPOMS under the category 'Behaviour- Level Two'.**
	Strategies and Sanctions See Level One behaviour strategies. Level 2 visual highlighting expected behaviour and consequences for Level 2 behaviour. Child to visit partner class Time out Miss playtime in own class/ nominated class within the Key Stage. Level 2 behaviour slip sent home detailing Level 2 behaviour and the consequence. Acknowledgment to confirm receipt of the slip to be sent via dojo.
Level Three	Examples of these behaviours may be threatening behaviour towards pupils and/or adults, swearing, continuous disruption of class learning beyond that within Level Two, refusal to complete work, rough play that results in injury, deliberate disobedience, inappropriate use of ICT equipment, inappropriate online conduct.

	<u>This will be recorded on CPOMS under the category 'Behaviour- Level Three'.</u>
	Strategies and sanctions See Level Two behaviour strategies. Where children have refused to complete work, the work is sent home to be completed. If still incomplete the following day, they will complete at break times and lunchtime. Dojo message to parents to collect from main office at 3.30 due to Level 3 behaviour. Parents must speak to a member of staff before taking their child. If staff are unavailable, parents to come to the school office at 8.30am the following morning to discuss their child's behaviour. Where children demonstrate level 3 behaviour, privileges such as the school disco, extra-curricular activities and representing the school will be considered carefully and may be removed. Where appropriate, referral to external agencies may be considered where Level 3 behaviours are ongoing.
Level Four	Examples of this behaviour may include extreme versions of Level Three behaviours, bullying including homophobic/ racially motivated bullying, discrimination, sexual violence/ harassment, vandalism resulting in damage to school property or the property of others, deliberate injury of a member of staff or pupil, leaving the school grounds, harmful/ serious misuse of ICT equipment, serious online misconduct. **<u>This will be recorded on CPOMS under the category 'Behaviour- Level Four'.</u>**
	<u>Strategies and sanctions</u> As Level 3, in addition Internal exclusion Fixed term exclusion Individual Behaviour plan/contract Education off-site in specialist provision, permanent exclusion. Phone call to parents to discuss their child's behaviour. Dojo message to parents to collect from main office at 3.30 due to Level 4 behaviour. Parents must speak to a member of SLT before taking their child. If SLT are unavailable, parents to

	come to the school office at 8.30am the following morning to discuss their child's behaviour. Where children demonstrate level 4 behaviour, privileges such as the school disco, extra-curricular activities and representing the school will be considered carefully and may be removed. Where appropriate, referral to external agencies may be considered where Level 4 behaviours are ongoing.

Safeguarding

We recognise that our approach to behaviour management helps safeguard all children. We also recognise that children demonstrating 'behaviour that challenges' may have unmet needs in their life or be victims of abuse. This will be considered at all stages of managing 'behaviour that challenges'. We also understand that behaviour in school can be impacted by Adverse Childhood Experiences. In such circumstances, staff will use their professional judgement in managing situations as they arise. The core behaviour policy of our school may not be appropriate. The Designated Safeguarding Lead will review approaches as necessary.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk of physically hurting anyone. It may be necessary to use positive handling techniques if it is felt either the child or other children's safety is at risk. Or it may be more suitable to remove the class to another area of safety and requesting support of staff that have undergone positive handling training (Team-Teach). This will only be used as last resort and by trained staff only (see Positive Handling Policy)

Positive handling techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidently, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe. These incidents must be logged on CPOMS.

Similarly, the above model may not be suitable to all children. Sometimes children find it difficult to follow rules and cause persistent disruption to lessons as a result. When this occurs the class teacher, parent, child and Headteacher will implement an Individual Behaviour Plan with clear sanctions for specific behaviours and rewards for good behaviour. The plan may include fixed term exclusions and will involve regular communication between all parties. Failure to show improvements in behaviour may result in the involvement of outside agencies or exclusion.

Individual behaviour Plans will be discussed at a staff meeting so all members of staff know the strategies used for individual children.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Child on Child Abuse

At St Cuthbert's we have zero-tolerance approach to child-on-child abuse, encompassing all forms of bullying, sexual violence, and harassment. Any concern regarding a child's welfare or safety will be taken seriously, ensuring victims are supported and kept safe, and not made to feel ashamed or responsible for reporting abuse.

Physical Attacks on Adults

At St Cuthbert's CE Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy Headteacher and they should be recorded on CPOMS.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Searching and Confiscating

Where pupils are suspected of having items in their possession that may present a risk to their safety or the safety of others, they will be asked to hand the items to a member of staff to store safely, parents will be contacted to request that they collect the item at the end of the school day. This includes mobiles phones and devices. All mobile phones should be handed to the school office or class teacher upon arrival at school and will be returned at the end of the school day.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Parents may be contacted to come to school and carry out the search if we suspect a child to be in possession of an item that compromises safety.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

• Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
• The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
• The risk to staff and other children is too high
• The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Appendix 1- Emotional Coaching

What is Emotional coaching?

Emotional coaching is a method used to help soothe and calm a young person who is in an emotionally vulnerable state. Often children that have experienced trauma and/or have poor emotional coping skills. They may be unable to deal with the day to day ups and downs experienced by other children as they have never had the opportunity to learn these skills at a young age. The methods they may have been forced to adopt at a young age to cope with adverse situations may have not provided them with the skills to handle disappointment, rejection and loss in later life. Due to this what may seem like minor problems to an emotionally intelligent child/adult can seem like threatening and dangerous situations to a person who has not learned how to handle emotions and/or has suffered trauma in the past.

Working through a problem together

Being able to work through a challenging situation with a young person is key to them learning how to deal with difficult emotions. Often, due to the panic reaction they may experience, a child cannot always understand or communicate their emotional response to a situation so asking "Why?" is not a good idea when faced with a student who is running away, becoming aggressive or refusing to do as asked. Instead there are other methods that can de-escalate a situation and allow a child to process an emotion and fully understand it. This is the process of emotional coaching.

Stage 1 – Empathise – understand their emotions, "I know how that feels"
Stage 2 – Validate their feelings – "that must be terrible for you"
Stage 3 – Name the emotions – "It sounds like you are feeling…."
Stage 4 – Work together with a student to find a solution to the issue.

Emotional Coaching

Empathise

Validate their feelings

Name their emotions

"I can see you are feeling angry" (NAMING AND VALIDATING EMOTION)

"I imagine what you are feeling/what just happened was terrible." (EMPATHISE)

Redirect to other emotions they may be feeling "Maybe you are also feeling worried about..."

When the student has calmed down it is time to explain the behaviour was innappropriate and discuss how to move forward, maybe offering workable solutions to avoid crisis in the future e.g. time out

St Cuthbert's CE Primary School
Level 2 Behaviour Slip

Name of Child …….

Class …….

Today your child has demonstrated the Level 2 behaviour of

……

As a consequence of this behaviour, the following sanction has been put in place.

Time out	Miss playtime	Link Class	Other (Please state)

Please send a dojo message to your child's class teacher to confirm receipt of this slip.

If you would like to discuss this matter in more detail, please speak to the class teacher once all children have been safely dismissed.

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Level 2 Behaviour Slip

Name of Child …….

Class …….

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……

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If you would like to discuss this matter in more detail, please speak to the class teacher once all children have been safely dismissed.

Problem Solving

What happened?

Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.

What did you do?

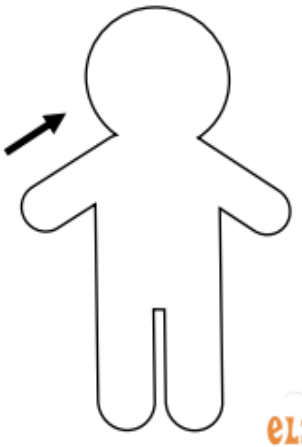
What could you have done instead?

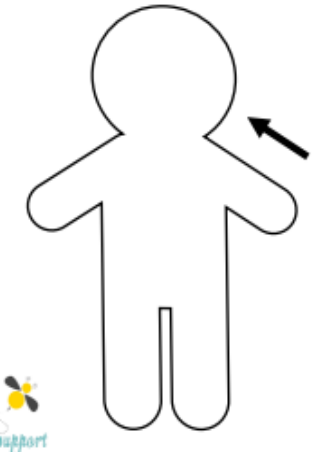
What was the consequence?

How did it make you feel?

How would you feel then?

What would the consequence be now?





ELSA support