St Cuthbert's Catholic Primary School

Behaviour Policy

At St Cuthbert's we live and learn in faith and love,
through Jesus's teachings.

Our school is a place where we can grow as a family,
helping each other to lead full and happy lives.

Consultation that has taken place		
Date formally approved by Local Governing Committee	24th February 2026	
Date policy became effective	25th February 2026	
Review date	February 2027	
Person Responsible for Implementation and Monitoring	HT✓	Governors

We believe that the key to having outstanding behaviour is to have high expectations that are applied consistently throughout the school. An example of this is the way that we walk around the school and the way that we treat visitors to school. We encourage children to walk around the school quietly and to be polite to visitors, adults, as well as to each other.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly confident and independent members of our school community. This is because we know that good behaviour underpins effective learning, and children and young people need good personal and social skills to live fulfilling and remarkable lives as adults.

Rewards and Sanctions

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Our school rewards outstanding behaviour as we believe that this will develop an ethos of kindness and cooperation, following our mission statement where we learn to grow as a family, following the teachings of Jesus. Our approach is designed therefore to promote good behaviour rather than to merely deter antisocial behaviour.
We praise and reward the children in a range of ways:

- Positive verbal feedback
- Class Dojo points
- Written feedback after a piece of work
- Displaying work around our school
- Children may be asked to show their work to another class teacher or the Headteacher and will receive a special sticker/award
- Children receive reward certificates/stickers/ or star stamps.
- At our Celebration Assembly, a star of the week is chosen from each class, celebrating fantastic work and/or effort. A Good Samaritan Award is also handed out to recognise a child who has followed the lived out our mission.
- We give children the opportunity to succeed through responsibility such as being the Head Boy or Girl, as well as being members of the Laudato Si Leaders, School Council, Mini Vinnies, House Captains, Play Leaders, Librarians, Corridor Monitors, Buddies to other children, class monitors and other roles.

The school employs a number of sanctions to enforce the school and class expectations, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

We expect children to listen carefully during lessons. If they do not do so they may be asked to move seat, to move close to the teacher or to move away from certain groups of pupils. We expect all children to try their best at each task they are asked to do. If not, they may be asked to repeat the task.

If a child becomes disruptive in class, the teacher reprimands them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until they calm down and they are in a position to work sensibly with others. Alternatively, the child may have to miss some of their playtime or lunch time.

We believe that it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts or using a behaviour report to set individual behaviour targets enabling good communication between home and school. An emphasis on positive achievements provides a platform where success can be made.

Each child is given the opportunity to reflect upon their behaviour at the end of the day. A record of events and meetings are held on CPOMS. Where behaviour continues to be an issue, the class teacher may involve the SEND Coordinator (SENDCo) and targets are set as part of an individual support plan on the Special Needs Code of Practice.

In order to make our approach clearer, we have put our sanctions into a series of steps, so that the children are clear on their boundaries. Each class has a display and poster in their classroom so that they can see the steps. See also the appendices to this policy.

At the beginning of each school year, the class teacher will work with their new class to create class expectations, in addition to the school expectations that each class must follow. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher may discuss these with the whole class during circle time.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour.

To ensure the safety of our children we employ a 'Positive Handling Policy' that enables staff to have the power to use reasonable force when required to prevent a pupil being harmed or causing harm. A copy of the policy is available on the website.

Break Times

We aim to make our playground a stimulating area as this provides opportunities for creative and active play and lessens the likelihood of children becoming bored. We have invested in a variety of playground resources for each Key Stage.

At lunchtime we have a clear set of guidelines for the children to follow, which are consistent with our approach to promoting good behaviour. Our lunchtime staff are encouraged to join and play games with the children to promote good behaviour.

Staff all have behaviour performas that they complete should there be an incident of unacceptable behaviour, which is shared with the class teacher and is also recorded on CPOMS.

The role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school and the class expectations are followed and that their class behaves in a responsible manner during lesson times and around the school environment.

The class teachers in our school have high expectations of the children in terms of behaviour, and that they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are stimulating and 'hands on'. Class teachers also have the responsibility to ensure that pupils have high expectations of the quality of their work, ensuring that it is well presented and in line with school policy.

The class teacher treats each child fairly and enforces the classroom expectations consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will maintain a record of such incidents on the behaviour log which is held electronically on CPOMs. In the first instance, the class teacher deals with incidents themselves in the normal manner- detailed in the appendices of this policy.
The class teacher has a duty to liaise with the SENDCo as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents through reports and also at parent evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns regarding behaviour or the welfare of a child.

Support Assistants
The support assistants in our school are highly valued members of staff who are normally class based, assisting the class teacher in adapting the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied throughout the school. Where they lead groups, they apply the class and school expectations. Where children demonstrate difficult behaviour, the support assistant will refer to the class teacher.

The Role of the Head Teacher
It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and supporting staff in the implementation of the policy.
The Head Teacher keeps records of all reported serious incidents of misbehaviour.
The Head Teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of the Parents
We expect parents to support their child's learning, and to cooperate with the school as set in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately should we have a concern about their child's behaviour.
The school works cooperatively with parents so that children receive consistent messages about how to behave at home and at school. We have an open-door policy and actively encourage parents to come into school to clarify issues. We also ask parents to fill out a questionnaire at Parents Evening to get their views on a range of subjects.

If the school has to use reasonable sanctions to punish a child, parents should 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 class 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 in accordance with the Bishop Bewick Catholic Education Trust (BBCET) complaints policy.

The Role of the Local Governing Committee.
The Local Governing Committee (LGC) has the responsibility of setting down these general guidelines on standards of discipline and behaviour and 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 the governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed- term and permanent exclusions.
Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, should the situation warrant this.

If the Head Teacher excludes a pupil they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal the decision to the LGC. The school informs the parents how to make such appeal.

The Head Teacher informs the Local Authority and the governing body of any permanent exclusions and of any fixed term exclusions beyond five days in any one term. The LGC itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The LGC has a disciplinary committee. The committee considers any exclusion appeals.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated, the Head Teacher must comply with this ruling.

Power to Search
Teachers have the power to search pupils without consent in addition to the general power to use reasonable force, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct such a search for the following “prohibited items”

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been likely to be used to commit an offence, cause personal injury or damage to property

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises and the school consequences apply. This includes when the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school
- wearing school uniform or in some other way is identifiable as a pupil at our school
- is displaying behaviour that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of our school.

Malicious Allegations

- If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. All allegations should be reported immediately to the Head Teacher, who will if necessary, contact the local authority designated officer responsible for providing advice and follow the allegations management guidelines.
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to impose an appropriate sanction, which could be temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the LGC on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps an electronic record of incidents of unacceptable behaviour. The class teacher records incidents of behaviour on CPOMS. Action taken is also recorded. The Head Teacher also records those incidents where a child is sent to them on account of bad behaviour, and should there be a meeting with parents, this will also be recorded.

We also keep a record of any incidents that occur during break or lunchtimes. Support Assistants/Lunchtime Supervisors give written records of any incident on the incident slips that are provided.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the LGC to monitor the rate of suspensions and exclusions and to ensure the school policy is administered fairly and consistently.

Review
The LGC reviews this policy every year. The governors may, however, review this policy earlier than this, if the government introduces new regulations, or if the LGC receives recommendations on how the policy might be improved.

Behaviour Management Procedures

We believe that Outstanding Behaviour results in Outstanding Learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions.

Reward Process
There are two stages of the daily reward system, each class will have a display which will outline this system.

- **STAGE 1**: Each child begins the day on the **Silver Kite**, this is the good behaviour that we always expect. The children will stay in this zone, should they demonstrate good behaviour.

- **STAGE 2**: If a child demonstrates outstanding behaviour, they will move to the **GOLD Star**. Should the child remain on **gold** for the rest of the day they will be rewarded with a golden ticket for outstanding behaviour.

- **GOLDEN TICKET**: if a child has demonstrated outstanding behaviour, they will be issued with a golden ticket for each time they go on gold. They will then be entered into a prize draw at the end half term to win a prize.

Consequences
There are a minority of children who display behaviour that is unacceptable (disrupting lessons, wasting time, spoiling others games and showing a lack of respect). The following procedure is to act as a deterrent.

- **STAGE 1**: **Verbal Warning**: A Child will receive a verbal warning if they are misbehaving at a low level in the classroom. The children should be encouraged to make a clear choice about their behaviour.

- **STAGE 2**: **Orange Triangle**: A child will be placed on **Orange** should they receive a second verbal warning. The child who is place in **Orange** should be encouraged to make a choice about their behaviour this can allow them to return to **Silver** or the behaviour may escalate to red.

- **STAGE 3**: **PURPLE Circle**: A child will be moved to PURPLE for continued inappropriate behaviour. All behaviour on a PURPLE will be stored electronically on the school CPOMs system. If a child is moved into the PURPLE, on the first occasion, they will be seen by Miss Brown, who will discuss the behaviour with them. Class teachers will inform parents that a child has been placed on the PURPLE. A child can move from PURPLE to ORANGE if their behaviour improves.

- **STAGE 4**: **PURPLE Circle**: On the Second Occasion that the child enters the PURPLE they will be sent to Mrs Walsh, Deputy Headteacher, she will discuss the repeated inappropriate behaviour and the child will miss playtime on the following day. A child can move from PURPLE to ORANGE if their behaviour improves.

- **STAGE 5**: **PURPLE Circle**: Should a child be placed on PURPLE for a third time in a week, they will be sent to see Mr Sutcliffe, Executive Headteacher who may request a meeting with parents. At this time, the child could be placed on a behaviour report which will be checked each day. A child will only be removed from the report, should it be agreed by all parties that their behaviour has improved enough to warrant it.

- **STAGE 6**: **POSSIBLE FURTHER ACTION**: Should the behaviour not improve following steps 1-5 the following further action may be deemed necessary. This may include time out of class.

  Extreme behaviour or persistent disruptive and challenging behaviour may lead to pupil exclusion. At this point the parents, school and Local Authority will be involved to ensure Local Authority Procedures are followed.

Pease Note: - The child can move to any stage at the discretion of the Head Teacher / Senior Leadership Team. In virtually all cases it will be expected to move through the hierarchy.

This policy was approved by the Local Governing Committee (LGC) on 24th February 2026

Signed .... Chair of Governors