



St. Cuthbert's Catholic Primary School

'Made in the image of God, we flourish, love and serve others'

Behaviour Policy

'Every child has the right to meet up with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.'

Article 15: United Nations Convention the Rights of the Child

The school's Behaviour Policy should be reviewed annually.

Rationale

Positive behaviour is a necessity to create and maintain an orderly working environment in which all members of the school community feel safe and secure. This policy has been reviewed by staff, parents and governors and approved by governors in December 2025.

Aims of our Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone, where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help children, staff and parents have a sense of direction and a feeling of common purpose and belonging.



Teaching Positive Behaviour

We believe that positive behaviour in children stems from learning the core skills and abilities through our work on Gospel value as well as those identified in our Religious Education (RE) and Personal, Health and Social Education (PHSE) curriculum and our values in school. We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- Listening to children
- Showing empathy and understanding of children
- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through assemblies, Celebrations of the Word, house meetings, RE, RSE and PHSE programmes of study and the curriculum.

Each class works together to establish their class charters in September. These are based on the United Nations Convention for the Rights of the Child (UNCRC) and are promoted by UNICEF. They allow the classroom to operate effectively within a safe, happy and busy learning environment where all children achieve and uphold their rights. Playground rules are established in the same way so that the playground is a safe, happy and fair place to be.

Rights and Responsibilities

School Responsibilities

- To promote and uphold our Behaviour Policy
- To ensure the whole school community is consulted about the principles of the Behaviour Policy
- To ensure the Behaviour Policy does not discriminate against any pupil on the grounds of protected characteristics
- To ensure that all staff are clear as to the implementation of disciplinary procedures and receive appropriate professional development
- To make alternative provision for fixed 6-day exclusions

School Rights

- To make clear the school's statutory right to discipline pupils and the expectation that pupils and parents will respect this to maintain a positive learning environment
- To enforce the Behaviour Policy for all children from Nursery (EYFS) to Year 6
- Not to tolerate violence, abuse or threatening behaviour from pupils or parents. If a parent does not conduct themselves properly, they may be banned from school premises and/or be liable to prosecution



- To take a firm action against pupils who harass or denigrate school staff on and off the premises and to engage external support as appropriate

Child Responsibilities

- To follow reasonable instructions from staff, to follow class charters and rights and responsibilities from the UNCRC accepting sanctions in an appropriate way
- To behave sensibly when wearing school uniform out of school
- To bring to school only the things which they need and not unsuitable items.
- To respect our school and everyone in it
- Not to harm or bully anyone in school
- To respect any arrangements put in place to help them with their behaviour

Child Rights

- To have safe, happy classrooms where they can learn without disruptions
- To know that they will be listened to if someone behaves badly towards them and to know that that person will receive sanctions
- To work with parents and staff to develop our Behaviour Policy
- To know that they can speak to the Head Teacher or Governors if they feel they have been treated unfairly
- To know the teachers will speak in private to their parents if they have concerns about behaviour
- To know that their parents can speak in private to their teachers if they have concerns about their behaviour or that of someone else in school
- Teachers know which sanctions fit which misbehaviours and they use them accordingly
- Behaviour Policy and class charters are known and understood by everyone in our school community

Parent Responsibilities

- To promote and uphold the Behaviour Policy
- To respect the disciplinary authority and professionalism of staff
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the class teacher in the appropriate manner
- To work with school to support their child's positive behaviour
- In the event of an exclusion, to ensure their child is not in a public place during school hours in the first 5 days of exclusion and to attend a reintegration interview at the end of the fixed period
- To understand that the behaviour of their child outside of school is their parental responsibility and that issues that may arise out of school (separate to school life) should be dealt with outside of school

Parent Rights

- To contribute to the development and review of the Behaviour Policy
- To expect their child to be safe, secure, and respected in school



- To have a complaint made about their child being bullied to be taken seriously by staff and investigated and resolved as necessary in as confidential a manner as possible – *cross ref. with Anti-Bullying Policy*
- To have teacher concerns about their child's behaviour addressed in privacy
- To appeal against a decision to exclude their child, first to the Governing Body, then, in cases of permanent exclusion, to an independent appeal panel
- To appeal to the Head Teacher, governors, BWCET and the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably

Rewards and Sanctions

Positive Rewards

We believe that children should be encouraged to behave well and work hard. All children are rewarded for their positive behaviour in line with this Policy. Whilst our aim is that children should work and behave well, we recognise that rewards are necessary and appropriate. We use a range of positive rewards, including non-verbal gestures such as a thumbs up sign or a smile, verbal praise, and opportunities for children to show their work to another teacher or to the Head Teacher. Other rewards include stickers, star charts, and certificates or Star Awards presented during Celebration Assembly. Children's work may also be displayed as recognition of their efforts. Additional incentives include house points, postcards or notes sent home, and extra or golden playtime. Individual classes have additional reward systems.

We believe it is essential that all children can receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

The children have their own, child-friendly, Behaviour Policy which is displayed around school and on our website. This outlines how to 'Be a star in our school.'

S – Stay safe – children are encouraged to always follow instructions and walk around school carefully as well as being brave and doing the right thing even if it is difficult.

T – Take care – children are asked to take care of our school and the classroom as well as other people. It encourages kindness in words and actions.

A – Always try your best – this encourages children to listen to the teacher, ask for help if needed and stand up for what is right.

R – Respect everyone – children are asked to use polite words and treat others how they would like to be treated as well as show forgiveness if someone has upset them.



Sanctions

To discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves, staff will ask them to stop the behaviour and then discuss the incident with all those involved. Staff will encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

In the child friendly Behaviour Policy there are 4 levels of sanction.

1. *First time – children will receive a gentle reminder about their actions*
2. *Second time – children will have time out or loss of playtime to reflect on how they have behaved. This is a restorative approach and focuses heavily on the UNCRRC's rights of the child.*
3. *Third time – parents will be informed of the child's behaviour*
4. *Fourth time – the Head teacher will meet with the child and parents to discuss how we can help the child make better choices.*

In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary. These behaviours link directly to our Arbor behaviour logging system used by all staff.

Playtimes and Lunchtimes

Playtime and lunchtime breaks are supervised by staff. An immediate response to low to moderate misbehaviours is to have 'time out' by standing next to the wall for a specified period. Serious misbehaviours are dealt with immediately by members of the teaching staff or the Leadership Team. Issues with behaviour will be reported to the class teacher at the end of the lunch break and dealt with appropriately. Behaviour will be logged.

Table 1: Behaviours – please note, this list is not exhaustive.

1	2	3	4	5 (most severe)
Eating or chewing	Banned item in school	Damage to school property	Fighting – equal blame	Bullying - disability
Issues with completion of homework	Low level disruption	Defiance or disrespect of staff	Homophobic incident	Bullying - homophobic/transphobic/ biphobic
Lack of equipment	Poor effort in class	Derogatory language	Leaving lesson without permission	Bullying - other
Late to lesson	Unkind behaviour towards others	Failure to complete sanction	Out of bounds	Bullying - physical
Mobile phone		Swearing	Racist incident	Bullying – racist
Uniform		Unruly behaviour around school	Severe disruptive behaviour	Other severe/ serious incident
			Sexualised language	Physical assault of staff



		Verbal abuse of pupils	Vaping/smoking Verbal abuse of pupils	Physical assault on a pupil
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Breaches to the following policies will be reported to the Head Teacher / Deputy Head Teacher, investigated on an individual basis, and recorded appropriately:

- Keeping Children Safe in Education, September 2025
- Equalities Policy (on website) 2023-2027

The following sanctions and procedures will be used for any breaches to the policies outlined above.

Table 2: Sanctions and Procedures – please note, sanctions will always be related to the age and experience of the child.

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> • Frown • Verbal encouragement to behave correctly • Repeat activity properly • Movement on behaviour chart • Change of seat, or working area, to sit alone • Warning • Related sanction e.g. completing work, cleaning up mess 	<ul style="list-style-type: none"> • Reflection Time • Standing with an adult at playtime for a specified time • Completion of unfinished work • Phone call to parents • Loss of privileges, e.g. minutes of playtime, choose time and this may include after school events • Referral to another class for a brief period • Referred to a member of the Leadership Team for restorative conversations • Behaviour chart for increased and continued monitoring 	<ul style="list-style-type: none"> • Sent to Head Teacher • Withdrawal from class to a safe space in school with an adult • Involve parents • Involve SENCO if appropriate • Internal exclusion with member of the Leadership Team for longer period • Involve external agency • Involve Trust Safeguarding Director • Fixed term exclusion • Permanent exclusion

Involving Parents

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided through curriculum meetings, our website, and newsletters.

Should a child’s behaviour continue to give concern they may be referred to a member of the Leadership Team and parents may be informed to discuss the problem. Serious incidents will be referred directly to the Head Teacher who will contact parents. At each stage, the referral system allows the teacher to find out if there are any factors that may be contributing to the child’s behaviour.

Where concerning behaviour continues despite all the above procedures the child may be referred to the Special Needs Coordinator (SENCO) if appropriate, who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary, referral will be made to a specialist teacher or outside agency.



In very exceptional circumstances the procedures for a fixed term exclusion or permanent exclusion will be initiated, following Bishop Wilkinson Catholic Education Trust and Durham County Council Local Authority guidelines.

Reviewed by staff and parents: December 2025

Approved by Governors: 29.1.2026 Extraordinary Local Governing Committee Meeting