

Caton  
St Paul's  
C of E Primary School



# Caton St Paul's CofE Primary School

## Behaviour Policy

Agreed by Governing Board on October 2023 (SEC Governors)

Policy will be reviewed by October 2026

### OUR SCHOOL VISION

**'One family, belonging, believing and learning together'**

At Caton St Paul's:

We **belong** to a school that children and staff feel proud to be part of; where there is mutual support amongst families and the wider community, and where everyone feels valued.

We **believe** that God's love is central to all that we do; that with His love, we grow in faith.  
We love and respect one another and we take care of the world in which we live.

We **learn** together in an inspiring and secure environment, where our children's unique skills and abilities are recognised and nurtured, preparing them for life's challenges and opportunities.

## Statement of Principle

At Caton St Paul's Church of England Primary School we believe:

- Everyone has the right to be treated with courtesy and respect
- Every child has a right to feel safe and to learn
- Promoting good behaviour is the responsibility of the whole school community
- Every teacher has the right to teach
- All children should be encouraged to make positive behaviour choices
- Unacceptable behaviour should not be ignored

## Context

Policies that link to this policy:

- Anti-bullying policy
- Safeguarding and child protection policy
- SEND policy
- Attendance policy
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This policy has been written in accordance to recent advice, publications and law

- Use of reasonable force: Advice for Headteacher, staff and governing bodies (July 2013)
- Equality Act 2010
- KCSIE – 2022
- Behaviour and discipline in schools: Guidance for governing bodies (September 2022)
- Behaviour and discipline in school: Advice for Headteachers and school staff (January 2016)
- Behaviour policy advice for schools: Lancashire County Council (September 2018)

## Our Christian Values

Behaviour of staff, children and our school community is underpinned by our 12 Christian values, and by following these, we create a loving, nurturing environment where children can grow in God's love: forgiveness, respect, trust, thankfulness, justice, service, friendship, truthfulness, generosity, compassion, courage and perseverance.

**Roles and responsibilities:** our school vision of being 'one family, belonging, believing and learning together' means we all have a responsibility to promote and exhibit positive behaviour.

## **Pupil responsibilities**

- To use zones of regulation/colour monsters to understand and communicate their barriers to learning.
- Follow school expectations at all times.
- Treat others as they wish to be treated: 'Love thy neighbour as thyself' Mark 12:31.
- Behave in a respectful manner to all members of the school family.
- Model our Christian values through their conduct.

## **Staff responsibilities**

- To use positive reinforcement to encourage excellent behaviour in class and around school.
- Challenge poor behaviour choices consistently and fairly, following the behaviour policy.
- Share information using identified school systems.
- Seek to understand the barriers that may lead to individual children making poor behaviour choices.
- Promote our Christian values when addressing behaviour concerns.
- Seek advice and support when needed, access training and be aware of changes to school behaviour policy.

## **Parents and carers responsibilities**

- Ensure children attend school regularly, on time and ready to learn.
- Respond to concerns raised by staff and attend meetings where necessary.
- Take responsibility, along with school to ensure good behaviour choices for their child.
- Uphold the school's Christian values to model and promote good behaviour towards all members of our school family.
- To support their child's learning in any way possible.

## **School leaders' responsibilities:**

- Be responsible for developing the Behaviour Policy, sharing this with all stakeholders.
- Provide necessary support and training for staff, parents, Governing Board.
- Uphold our school's Christian values at all times and model these to children, staff and parents.
- Promote equality of opportunity and reduce discrimination in line with the Equality Act of 2010.

## Teaching of Good Behaviour

**Christian Values:** teaching of our 12 Christian values is at the heart of our curriculum. These values are reinforced through collective worship and RE lessons. Staff refer to these when speaking to children about their behaviour, including learning behaviours.

**British values:** We teach children about democracy, the rule of law, individual liberty, mutual respect, and tolerance of other faiths and beliefs. This is done through our curriculum, PSHE lessons, worships, significant events and enrichment visits.

**Computing curriculum:** As part of our computing curriculum, children learn about personal information, cyberbullying, consequences of online actions and what to do if they feel unsafe.

**PSHE curriculum:** our PSHE curriculum is based on the PSHE Association guidance and covers healthy relationships, online safety, bullying and a range of other topics that enable children to understand how to keep themselves and others safe.

## Behaviour management strategies

### Positive recognition and rewards:

Our approach to supporting the behaviour of children begins with praise, and other rewards where appropriate, to reinforce positive choices and self-esteem. Teachers will ensure the balance between rewards and sanctions is fair and encourages children to make good behaviour choices.

- **Team points:** children are placed in 4 houses: Kirkbeck, Artlebeck, Bullbeck and Mearsbeck. Team points are awarded for children showing positive behaviour choices. These are displayed on classroom walls, counted by Y6 children and announced in family worship on a Friday. At the end of each half-term, the 'winning' team will be awarded a simple reward such as an extra playtime.
- **Family worship:** this is held every Friday afternoon and the whole school family are invited to share in a celebration of our God-given talents.
- **VIP:** every week, a child will be chosen as VIP. They will be presented with a certificate in Friday worship, they can wear a VIP hoodie/T-shirt for the week and a postcard is sent from the Headteacher to the child's house, addressed to them.
- **Stickers:** teachers can award stickers at their discretion to reward positive behaviour choices
- **Headteacher:** children who have made particularly good behaviour choices, or produced particularly good work, can be taken to the Headteacher for praise.

**Strategies:** Caton St Paul's staff have taken part in ACE's training and use trauma-informed practice to create a safe environment for our children. Adults build supportive and trusting relationships with children, building the skills to enable them to regulate their emotions and behaviours and to cope when they are deregulated. There are a number of ways this can be done:

- **Catching in, not catching out.** Focus on praising positive behaviour.
- **Name, expectation/behaviour, thank you:** 'Bob, voice, thank you.' 'Abi, pencil, thank you.'
- **Specific and positive praise – praise the behaviours you want to see in class:** 'Bob, thank you for lining up sensibly.' 'Abi, you are sitting quietly ready to learn, thank you.'
- **Choices challenge:** give a child choice that lead back to them making a decision that works for both parties.
- **No public shaming:** general comments, rather than individual. 'Whoever is making that noise, stop it. Thank you.'
- **Relentlessly bothered/persistently consistent:** move around the classroom, address poor behaviour quietly: speaking quietly to child, arm on shoulder, eye contact.
- **Routine:** ensure expectations are clear before beginning a task. Ask children to contribute to setting these expectations

## **Pupil support systems**

Where a pupil exhibits continually disruptive behaviour, they will be supported by the class teacher, classroom TA, SENDCo and advice can be sought from the learning mentor. Behaviour will be recorded on Cpoms to build a picture of the pattern of behaviour. If necessary, a behaviour plan will be implemented and agreed by class teacher and parents. If external agencies are required, these will be accessed by the SENDCo, learning mentor and Headteacher. Parents will be invited to a meeting with the Headteacher to discuss behaviour targets and a timeframe of improvements will be put in place.

- **Zones of regulation/colour monsters:** upon starting school (and Pre-school if appropriate), children are taught to regulate their emotions and behaviours using colour monsters. This enables them to express how they are feeling without having to explain in full sentences. In KS2, children use zones of regulation to express how they are feeling. Teachers/support staff follow up with children who are feeling angry/deregulated.

## **Sanctions**

Sanctions are clear and are used consistently and fairly by class teachers and support staff. The first consequence is always a warning, depending on the severity of the offence – consequences need not be severe to be effective. Consistent use of consequences to challenge disruptive behaviour, allied with a full understanding of each child's barriers to good behaviour, will be enough in most cases to achieve improvement in behaviour. Zones of regulation are not to be used as a sanction.

- Finish work at breaktime
- Miss part of a breaktime/lunchtime
- Miss part of an activity (as long as this doesn't lead to lost learning)
- Move to another class
- Send to Headteacher
- Parental meeting
- Exclusion

## **Severe clause**

The severe clause covers persistent and disruptive behaviour that has a negative effect on teaching and learning. In these cases, the Headteacher, Deputy Head or other Senior Leader will become immediately involved.

All sanctions must satisfy the following criteria:

- The decision to punish a pupil must be made by a paid member of school staff, or a member of staff authorised by the Headteacher.
- The decision to punish the pupil and the punishment itself, must be made on school premises, or while the pupil is under the charge of a member of staff.
- Punishment must be reasonable at the time and not be in breach of other legislation.
- A punishment must be proportionate to the age of the child and take into account SEND and religious requirements where appropriate.
- On very rare occasions, it may prove necessary for members of staff to use reasonable force to manage a pupil who is otherwise in danger of hurting themselves or others.

## **Power to use reasonable force:**

All members of school staff have a legal power to use reasonable force. This also applies to people who have been put in charge of pupils by the Headteacher. Reasonable force means no more force than is necessary and covers a broad range of actions that involve a degree of physical contact with children. It should only be used in the following circumstances:

- To prevent a child hurting themselves or others, from damaging property, or from causing disorder.

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a children from behaving in a way that disrupts a school trip or school event.
- To prevent a child leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outburst.

### **Conduct outside of School**

Teachers have a statutory power to discipline pupils for misbehaviour and bullying outside of school premises. Headteachers have a specific statutory power to regulate pupils behaviour in these circumstances to such an extent as is reasonable. Any poor behaviour witnessed by members of staff, or reported to school, may be dealt with under the school's behaviour policy:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform (or in some other way identifiable as a pupil at the school).

The Headteacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

### **Exclusions:**

The Headteacher can take the decision to exclude a pupil, for a fixed term or permanently, in response to serious breaches of the behaviour policy and or/and where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

### **Confiscation of inappropriate items:**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected from liability for damage to, or loss of, any confiscated item provided they have acted lawfully and reasonably. School staff can search a pupil for any item with their consent. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search for and confiscate, without consent, where

that have reasonable grounds for suspecting that the pupil may have a prohibited item which includes:

- Mobile phone
- Weapons/knives
- Alcohol, illegal drugs or medicines
- Stolen items
- Tobacco or cigarette papers
- Pornographic items
- Fireworks
- Any item banned by school
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property

If confiscated by the Headteacher, a conversation will take place between parent/carer and Headteacher to decide whether the item should be returned. Weapons and knives will always be handed over to the police.

### **Staff support systems**

Staff will be supported by the Headteacher, the Deputy Headteacher, the SENDCo and the learning mentor. Training needs will be identified and met through INSET days, staff meetings and individual meetings such as appraisal where appropriate.

### **Complaints procedure**

Behaviour queries should initially be directed to the class teacher. After this, if necessary, complaints should be made to the Headteacher. If this does not meet with a satisfactory response, complaints should be made to the Chair of Governors following the school's complaints procedure.

### **Consultation, monitoring and evaluation**

The Behaviour Policy will be reviewed by staff, and Governors at least every three years and will be in the policies section of the website for parents to review.



