



# St. Bede's Catholic Primary School

## Behaviour Policy



**Executive Headteacher:** Mr David Miller

**Chair of Governors:** Mr John Quinn

**Date:** September 2024

**Date for Review:** September 2025

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## **Behaviour Policy**

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

**Article 15 of the United Nations Convention on the Rights of the Child.**

### **Purpose**

At St. Bede’s Catholic Primary School, we believe that all children and adults in our school and community are important. We have a legal and moral responsibility to ensure every child is safe and protected from harm. Therefore, we aim to provide an environment where our behaviour curriculum defines expected behaviours in school, and it is centred on what successful behaviour looks like and defines it clearly for everyone. We are committed to enabling every student to successfully access their education and thrive at St. Bede’s.

This policy is based on the following vision and beliefs:

- The personal development of the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Outstanding behaviour is expected, held in high esteem, and consistently rewarded and promoted at all times by all members of staff.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills will enable them to make the right choices.
- Encouraging outstanding behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development and wellbeing of the child.
- Outstanding behaviour for learning allows children to work and participate to their full potential.
- Children should have equal access and opportunity to a bespoke, knowledge-rich curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The Behaviour Policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

### **Aims and Expectations**

It is a primary aim of our school 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 so they can achieve their full potential.

As a Rights Respecting school, our behaviour policy is linked to school charters. There is an expectation of excellent behaviour and an ethos rooted in our Christian belief, that we treat everyone we meet with courtesy and respect.

At St. Bede’s, we have high expectations of behaviour in school. Please read the ‘Behaviour Curriculum: The St. Bede’s Way’ for explicit detail.

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The St. Bede's Catholic Primary School Charter:

Pupils respect each other's rights by:	Rights from the UNCRC:	Adults can respect our rights by:
	<p><b>Article 3:</b> <i>Adults should do what is best and fair for children.</i></p>	<ul style="list-style-type: none"> <li>Thinking about children first in everything they do at school.</li> </ul>
<ul style="list-style-type: none"> <li>Respecting the feelings of others.</li> <li>Sharing suggestions which are sensible.</li> </ul>	<p><b>Article 12:</b> <i>Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i></p>	<ul style="list-style-type: none"> <li>Listening to what children want to say.</li> <li>Encouraging children to share their opinions.</li> </ul>
<ul style="list-style-type: none"> <li>Respecting the beliefs of others.</li> </ul>	<p><b>Article 14:</b> <i>Every child has the right of freedom of thought, belief and religion.</i></p>	<ul style="list-style-type: none"> <li>Dedicating time to learn about other cultures.</li> </ul>
<ul style="list-style-type: none"> <li>Caring for others.</li> <li>Never engaging in physical conflict.</li> <li>Being kind to children and adults.                             <ul style="list-style-type: none"> <li>Asking for help.</li> </ul> </li> </ul>	<p><b>Article 19:</b> <i>Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.</i></p>	<ul style="list-style-type: none"> <li>Having a Positive Behaviour Management Policy.</li> <li>Having a range of adults children can talk to if they need to.</li> </ul>
<ul style="list-style-type: none"> <li>Accepting that we all have differences.                             <ul style="list-style-type: none"> <li>Offering help.</li> <li>Accepting help.</li> </ul> </li> <li>Treating others as we want to be treated.</li> </ul>	<p><b>Article 23:</b> <i>Every child with a disability has a right to care and support allowing for a full and decent life with dignity and independence.</i></p>	<ul style="list-style-type: none"> <li>Providing special resources to help us with our work.</li> <li>To help us with SMART targets.</li> <li>To think about us when planning our work.</li> </ul>
<ul style="list-style-type: none"> <li>Always trying their best within all areas of classroom life.</li> </ul>	<p><b>Article 28:</b> <i>Every child has the right to education.</i></p>	<ul style="list-style-type: none"> <li>Providing children with valuable opportunities to experience and learn from.</li> </ul>
<ul style="list-style-type: none"> <li>Trying their best to develop their talents.</li> <li>Respecting others in every situation.</li> </ul>	<p><b>Article 29:</b> <i>All children have the right to be themselves, allowing their personality and talents to develop to the full.</i></p>	<ul style="list-style-type: none"> <li>Providing opportunities and encouraging children to develop personality and talent.</li> <li>Being a good role model showing respect for other cultures.</li> </ul>
<ul style="list-style-type: none"> <li>Being kind to each other.</li> <li>Making the most of their opportunities to join school clubs.</li> </ul>	<p><b>Article 31:</b> <i>Every child has the right to relax, play and take part in a wide range of activities.</i></p>	<ul style="list-style-type: none"> <li>Ensuring children are given time to relax and play.</li> <li>Providing opportunities to experience a wide range of activities.</li> </ul>

**The Role of Pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. We expect all pupils to:

- ✓ Know and understand our school Mission Statement.
- ✓ Follow the 'St. Bede's Way'.
- ✓ Accept the consequences of their actions.
- ✓ Contribute to our positive school culture.
- ✓ Be polite and respectful to others.

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- ✓ Be gentle and not to hurt others.
- ✓ Be kind and helpful – not hurt anybody's feelings.
- ✓ Listen and not interrupt.
- ✓ Work hard and do not waste their own time or that of others.
- ✓ Move around the school in a calm and quiet manner.
- ✓ Respect the environment and property of others.
- ✓ Try their best in all activities and allow others to do the same

We want our pupils to be able to:

- ✓ Take risks and learn from their mistakes.
- ✓ Have informed opinions and respect for others.
- ✓ Develop a curious outlook on life.

### **The Role of all Adults**

The role of adults is crucial in supporting schools develop and maintain outstanding behaviour. Every member of staff should treat all pupils and one another with dignity, kindness and respect. Simple, clear and well communicated expectations of behaviour and bespoke training provide staff with the skills to manage behaviour consistently so that pupils and staff can thrive. We expect all adults to:

- Maintain high standards of behaviour.
- Provide excellent role models.
- Manage behaviour in a calm and consistent way.
- Collaborate and support each other.
- Fully implement school rules.
- Provide a positive classroom climate in which all children can learn.
- Respect and value all children, display patience and listen carefully to children.
- Teach respect by example, treating children with fairness and consistency.
- Regularly communicate with parents and carers.

### **The Role of Parents & Carers**

We want our parents and carers to:

- Support the work of the school.
- Be well informed about their child's achievement and behaviour.
- Support the school to ensure that their child adheres to school rules.
- Know and understand our Mission Statement.
- Support their child in following 'the St. Bede's Way'.
- Discuss any concerns with teachers and staff.
- Inform us of any circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the school.
- Attend school events, parents' evenings, and special meetings.
- Celebrate pupil's successes.
- Agree and sign our Home School Agreement. (**See Appendix 1**)

### **The Role of the Senior Leadership Team**

- Advise and support staff to manage children's behaviour effectively.
- Regularly communicate with parents, carers, and governors.
- Provide effective support for teachers presented with extremely challenging behaviours.
- Liaise with external services for the benefit of staff and children.
- Ensure that appropriate curriculum is in place which will excite and motivate children.

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## School Systems and Social Norms

It is important that children are consistently taught a range of school routines that enshrine the rules. These include:

- Excellent attendance and arriving on time to school for the start of the day and individual lessons.
- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. break and lunchtime.
- Knowing how to speak to a 'Peer Mentor' if they need or want to.
- Ensuring pupils have a clear understanding of the timetable and arrive at school with the appropriate equipment/clothing to take part in all activities.

Supervision and engagement during school and at break times is key to preventing incidences of poor behaviour. Close supervision/monitoring of identified pupils will take place in collaboration with the class teacher, SLT, and break time cover staff. Close monitoring details will be held in each classroom but NOT displayed or shared with the children (leaders recognise that this may cause distress or potentially humiliate the child(ren)). Tracking sheets are handed to the Head of School on a weekly basis for analysis. Levels 3 – 5 are to be recorded on Arbor.

## Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others, and curriculum.

**Relationship with self:** A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

**Relationship with others:** All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

**Relationship with the curriculum:** Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. We follow an assertive discipline approach which is based upon recognising and praising good behaviour to reduce negative behaviour. It is based around rewards for the right choices and consequences for unacceptable behaviours. High expectations and positive learning behaviours are expected throughout the school; however, these may be presented in many ways including:

<p><b>SHAPE your speech</b></p> <p><b>S</b>entences – no single words</p> <p><b>H</b>ands away from your mouth</p> <p><b>A</b>rticulate – don't mumble</p> <p><b>P</b>roject – a loud, clear voice</p> <p><b>E</b>ye contact</p>	<p><b>FANTastic listening</b></p> <p><b>F</b>ace forward, hands together</p> <p><b>A</b>lways sit up straight</p> <p><b>N</b>ever interrupt</p> <p><b>T</b>rack the speaker</p>	<p><b>STEPS to politeness</b></p> <p><b>S</b>ir and Miss</p> <p><b>T</b>hank you</p> <p><b>E</b>xcuse me</p> <p><b>P</b>lease</p> <p><b>S</b>mile</p>
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## **Preventing Inappropriate Behaviour**

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Ensuring pupils are engaged, motivated, and challenged through an appropriate curriculum.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence; teaching the language of feelings through Zones of Regulation and PSHE.

More specifically, children must be taught:

- To move appropriately in, around and out of school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

## **Pupil Support and Transitions**

Teachers will spend time teaching children the rules and routines they need to follow. They will review the school rules and consequences on a needs basis but at least at the start of every half term.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE / RSE resources, planning, teaching, visits, and trips.

All staff should take responsibility for the promotion of good behaviour and dealing with misbehaviour. You are not just responsible for your own class. At any time, take the opportunity to praise children around school, in assembly, and in the dining hall etc. Similarly, if you see misbehaviour in any setting, you must challenge it. Walking by, ignoring it, or leaving it for someone else to deal with is tantamount to condoning the behaviour. Consistency and clarity from everyone is needed to implement this policy effectively.

## **Pupils with Special Educational Needs**

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. These pupils may require specific behaviour strategies and input, or an Individual Behaviour Plan / Risk Assessment which will be created with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. **(Please also refer to SEND Policy).**

## **Induction of new staff and pupils**

School leaders will ensure that all new staff are inducted into the school's behaviour culture so that they have a clear understanding of rules and routines. This will enable new staff to support all pupils to participate in creating the culture of the school.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. This includes in-year transfer admits.

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## Rewards

Rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise - smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school via positive reinforcement. This includes:

- ✓ Verbal praise
- ✓ Stickers
- ✓ Sharing good work with others (Executive Headteacher, Head of School and parents)
- ✓ House Points
- ✓ Rainbow Reward
- ✓ Place at the Golden Table

There will be a celebration assembly every week (Friday afternoon). In this, good behaviour will be praised and recognised, as well as academic work. Children will receive 'Star of the Week' Certificates.

## Always Children

These children ALWAYS:

- Give 100% in everything they do.
- Follow school rules.
- Are kind and considerate to others.
- A great friend.
- Polite and well mannered.

Our ALWAYS children receive a special certificate, their photograph in our hall of fame and finally afternoon tea with the Executive Headteacher and / or Head of School at the end of each half-term.

## Sanctions and Consequences

These sanctions may be given to a child or a class when children do not follow the rules. Sanctions need to be consistent and sure to happen in order to be effective.

Staff and pupils must always endeavour to be fair and honest. Consequences need to be:

- Consistent
- Predictable
- Hierarchal
- Enforced
- Explained

Sanctions within class/school:

**Level 1:** The child will be placed onto the tracking sheet (**See Appendix 2**). At least 3 positive reminders will be given prior, linking reasons back to the class charter.

**Level 2:** The child will spend 'time out' (5 minutes) in their own classroom, removed from distraction, at the 'Regulation Station'.

**Level 3:** Loss of next available breaktime.

**Level 4:** Child is sent to the Head of School followed by seclusion time in the Headteacher's office. A yellow card warning e-mail is sent home at this point. (This email is issued for an accumulation of 'Yellow Card' behaviours).

**Level 5:** Red card is issued; a letter is sent home and a face-to-face appointment is made with parents.

### **Internal Isolation**

Isolation can be used to exclude pupils from the yard at break or lunchtime or - if a pupil needs a longer 'time out' - from the lesson, to reflect on their behaviour. It is the responsibility of the SLT to decide whether a pupil needs to be isolated - when, where, and for how long. Pupils need to be sent with their work to complete and their parents are to be informed that isolation took place.

### **Long-term isolation**

This should be used in discussion with parents where a child may be at risk of a fixed-term exclusion, and requires time to reflect on their behaviours. The Executive Headteacher / Head of School will aim to ensure where and when this will take place and coordinate the provision for the pupil during the day.

### **Behaviour Monitoring Diaries**

Monitoring diaries (through a traffic light system or similar) are available for pupils with specific behavioural needs, where deemed appropriate. They are used to monitor behaviour, and effectively communicate between school and home. (**See Appendix 3**)

### **Exclusions**

Fixed-term exclusions may be considered if all sanctions and actions have been exhausted or if an incident is considered severe. If the incident(s) are considered severe, the Senior Leadership Team may choose to use the exclusion process, ranging from one to three days. Parents/carers must be notified by phone and given a formal fixed-term exclusion letter stating the terms and the return date. All fixed-term exclusions are discussed and agreed with BWCET.

### **Exclusion for serious incidents within school**

Serious incidents can be considered:

- In response to a serious breach or persistent breaches of the school's behaviour policy.
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school reserves the right to fixed-term exclude any pupil without using the consequence process above. This will be a matter of judgment for the Executive Headteacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017 and updates May 2023. Initially, exclusions will be for a fixed period of up to five days. If necessary, permanent exclusion will henceforth be considered in consultation with the school's Governing Body.

### **Exclusion for serious incidents outside of school**

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Executive Headteacher in accordance with the DFE Exclusions from the Maintained Schools Guidance Document 2017 and updates May 2023.

### **Dealing with malicious allegations against staff**

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. If an allegation is proved to be false and malicious, the Executive Headteacher and Chair of Governors may refer to

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social services to determine whether the child is in need of support or has been abused by someone else. The Executive Headteacher will decide upon the sanction for the pupil who made the false allegation. The Executive Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims or refer the case to the police if the school thinks a criminal offence has been committed.

### **Bullying**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We firmly believe bullying is wrong and can damage individual children.

We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety.

We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated, and appropriate action taken. Proactive measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including circle time and PSHE activities – in class, with individuals, in groups, and in assemblies. For further information on the role of the Headteacher, Class Teachers, Governors, and parents, please see our Anti-bullying policy.

### **Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging**

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable Use policy and agreement.
- Parents/Carers are required to sign the school's Acceptable Use Agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

### **Child-on-Child Abuse**

As outlined in Keeping Children Safe in Education (2023), child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The response to each incident should be proportionate. For example, the school may address a 'lower-level' incident such as a sexist comment through education, the curriculum and the way the school promotes respect.

Each incident will be considered with balancing the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

The school will consider:

- The age and developmental stage of the alleged perpetrator(s).
- The nature and frequency of the alleged incident(s).
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

The use of exclusion from school will only be used in the most severe cases, for example if the police recommend a pupil is excluded after an incident of sexual assault. If this happens and the school still wish to keep the pupil in school, the school need mitigations in place to protect other pupils, such as keeping that child in isolation.

**All incidents of Child-on-Child abuse should be reported in accordance with our safeguarding procedures and in line with our Safeguarding and Child Protection Policy.**

### **Searching, screening and confiscation**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protect staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. This is in conjunction with Searching, Screening and Confiscation at School guidance, September 2022. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property of; any person (including the pupil)
- An article specified in regulations
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images.

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Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

### **Positive Handling**

The term “Positive Handling” includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term “physical restraint” is used when force is used to overcome active resistance. All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. However, if problems arise staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

*All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However, all staff have the authority to physically restrain a child if they are placing others in danger.*

### **Intervention and De-escalation**

Sometimes, when children become extremely overwhelmed or they're experiencing sensory overload, becoming dysregulated where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it's unavoidable. The following de-escalation strategies are used in school:

- Use a calm and quiet voice.
- Validate a pupil's feelings but not their actions.
- Respect personal space.
- Be aware of body language and facial expressions.
- Speak to the pupil on their level.
- Distraction / Redirection.
- Reflect on pupil's wants and needs.
- Acknowledge the pupil's right to refuse.
- Answer their questions but ignore targeted aggression.
- Be silent.
- Offer a movement break or a walk.
- Always act in a non-judgemental way.
- Decrease stimulation – find calm space.
- Avoid saying 'no'.
- Use calming visual inputs.
- Deep breathing exercises.

**Do not expect the child to discuss the incident immediately or demand an instant apology.**

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## **Recording and Reporting Behaviour**

All achievements and behaviours are recorded centrally as part of the Arbor system. The school produces half-termly reports on achievement and behaviour for the leadership team to analyse and target intervention where necessary. This will track the behaviours of all pupils and pupil groups, which include: boys, girls, those entitled to the Pupil Premium, those with Special Educational Needs, less able students, and more able pupils. These records are reported formally to the full governing body three times per year as part of the Headteacher Report to the Local Governing Committee.

The class teacher must aim to inform parents each time a child receives either 'Yellow Card' or a 'Red Card'. Staff should aim to, whenever possible, speak directly to a parent after school or make a phone call on the same day. An email will be sent to parents using the Arbor system. **All 'Red Card' incidents require a follow up face-to-face meeting with parents.**

The 'Card' incident must be entered as an incident onto Arbor by the member of staff dealing with the incident. **All red cards must be followed up with a de-brief with the child, completed by the member of staff issuing Red Card. (See Appendix 4)**

Behaviour reports will be monitored by the Head of School every week and analysed by the Senior Leadership Team every half-term.

## **How to debrief incidents - A restorative practice approach**

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say, 'I was not listened to' or 'I tell a teacher and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer without interruption the following questions (staff have laminated copies available at all times).

Restorative Questions:

- What happened?
- Has this happened before?
- When did this happen?
- How are you feeling?
- How have you been affected?
- Who else has been affected by this?
- What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day. This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

## **Yellow Cards**

We will use the 'Yellow Card' Criteria when a child:

- **Continues to demonstrate** behaviours contrary to the St. Bede's Way, despite having 'time out' to aid regulation and also missing the next available break.
- Talks repeatedly during listening time, ignoring teacher instruction.
- Swings on a chair repeatedly, ignoring teacher instruction.
- Shouts out during lessons.
- Distracts other children. Avoiding work, e.g. sharpening pencils. Being careless with belongings.
- Does not listen during whole class teaching.
- Repeatedly makes silly noises, ignoring teacher instruction.
- Is rude/disrespectful.
- Teases other children.
- Demonstrates a poor attitude to work / refusal to complete the task.
- Disrupts the lesson / learning for others.
- Use inappropriate language.

## **Red Cards**

We will use the 'Red Card' Criteria when a child:

- Repeatedly demonstrates 'Yellow Card' level behaviours.
- Wilfully hurts another child.
- Wilfully destroys property.
- Wilfully and overtly refuses to do what he/she is told, thereby jeopardising the health and safety of the class.
- Engages in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.
- Uses racist or homophobic comments.
- Exiting the classroom without permission.

## **Supporting pupils following a sanction**

Following a sanction, strategies will be considered to support all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- A targeted discussion in a 'reflection' session – including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- An opportunity to apologise to the relevant person, if appropriate.

## **Breaktimes and Lunchtimes**

Staff supervising breaktime periods and Lunchtime Supervisory staff will mirror the 5-level system used within the classroom. Lunchtime Supervisors are to de-brief a member of the SLT at the end of each breaktime. Lunchtime Supervisors do not have access to Arbor and therefore it is the responsibility of the SLT to ensure that the correct information is uploaded.

The 5-level system used at breaktimes, and lunchtimes is as follows:

**Level 1:** Positive reinforcement in the playground.

**Level 2:** Reminder of the playground charters.

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**Level 3:** Told to stand next to a named adult for 5 minutes.

**Level 4:** Pupil will be brought in from the yard to sit in isolation. SLT must be informed and will debrief the incident with the pupil.

**Level 5:** 'Red cards' must be given only when the incident has been discussed with a member of the SLT.

### **Exceptions**

In exceptional circumstances (e.g. when a pupil is following a behaviour plan or an Educational Health and Care Plan; or is following a programme devised by the Behaviour Support Service), the policy may not be followed as outlined above. This decision would be taken by the Executive Headteacher / Head of School and professional team surrounding the child and would be detailed in the child's additional provision plans.

If the child still does not conform to the policy of the school, then the child will be considered for exclusion for a fixed period appropriate to the severe clause or the exclusion policy.

In the event of a very serious incident, the Executive Headteacher will aim to contact the parent(s) immediately and the immediate exclusion policy may come into force.

### **'Route B'**

We understand that a very small number of our pupils will need a more bespoke and targeted approach to support positive behaviour in school. At St. Bede's Catholic Primary School, for consistency, we call this approach 'Route B'.

### **'Route B' Rewards**

Recognition remains the same as the main policy. However, more effort must be given to notice the pupil doing the right thing and praise can be offered in short bursts. Celebrate small successes with other staff in school to build self-esteem.

Children who require a 'Route B' approach must have specific strategies put in place. **(See Appendix 5).**

### **'Route B' Sanctions**

Sanctions will remain the same as the main policy apart from when a 'red card' situation arises, this will be at the discretion of staff and SLT. Staff should be extra vigilant and remove children before a serious incident occurs. On occasions, calming down time will take place until the pupil is ready to reflect and compile and apology. The apology will be made when the child is totally calm and ready for learning again. Use of a calm room will be shared with families with the target of reducing the removals over a period of time.

If an unpredictable/sudden outburst occurs and children's/adults' safety is at risk, SLT should be called immediately.

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy

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- Complaints Procedure
- St. Bede's Way (Behaviour Curriculum)
- Home-School Agreement

### **Staff Development**

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the school and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.

### **Monitoring and Reviewing**

This policy will be reviewed on a bi-annual basis.

This policy will be reviewed by the LGC in September 2025.



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## Appendix 1: Home School Agreement



### St. Bede's Catholic Primary School

#### Partnership Agreement and Co-operation between parents and the school

**Your agreement and co-operation with the school's ethos and Behaviour Policy is vital to your child's success while a pupil at St. Bede's Catholic Primary School.**

**We believe that it is vital for us to work together to promote these values:**

- ✓ Taking responsibility for your own behaviour.
- ✓ Making positive choices about our behaviour.
- ✓ Trying to do our best.
- ✓ Being honest and telling the truth.
- ✓ Valuing and caring for others.
- ✓ Caring for the environment and the school building.
- ✓ Accepting and recognising individual differences.
- ✓ Respecting everyone's rights and being polite

#### **Assertive Discipline and Positive Behaviour Management:**

Rewarding good behaviour must be the 'norm' and is the responsibility of all adults in the school.

#### **Rewards:**

Rewards are given to a child or class when children follow the St. Bede's Way and our agreed charters. Rewards need to be frequent, consistent and sure to happen in order to be effective. Praise and rewards are awarded by all staff in and around school as positive reinforcement.

- ✓ Verbal praise
- ✓ Stickers
- ✓ House Points
- ✓ Sharing good work with others
- ✓ House of the week
- ✓ Star of the Week winner
- ✓ Featuring in the newsletter
- ✓ ALWAYS child(ren) Award

#### **Sanctions:**

Sanctions are given to a child or a class when children do not follow the rules. Sanctions need to be consistent and sure to happen in order to be effective. Staff always endeavour to be fair and honest and are prepared to apologise if they have made a misjudgement.

Levels 1 - 4 are classed as 'Yellow Card behaviour'. Level 5 is deemed 'Red Card behaviour'.

Verbal warnings. The Duty bearer explains the behaviour is not appropriate and use Rights Respecting language in the explanation.

**Level 1:** The child will be placed onto the tracking sheet.

**Level 2:** The child will spend five minutes in 'time-out' in their own classroom at the 'Regulation Station'.

**Level 3:** Loss of next available breaktime to discuss regulation strategies with a member of the SLT.

**Level 4:** Child is sent to the Head of School – seclusion time and independent work will be arranged.

**Level 5:** Red card is issued; a letter is sent home and an appointment is made with parents, behaviour lead and Headteacher if deemed necessary.

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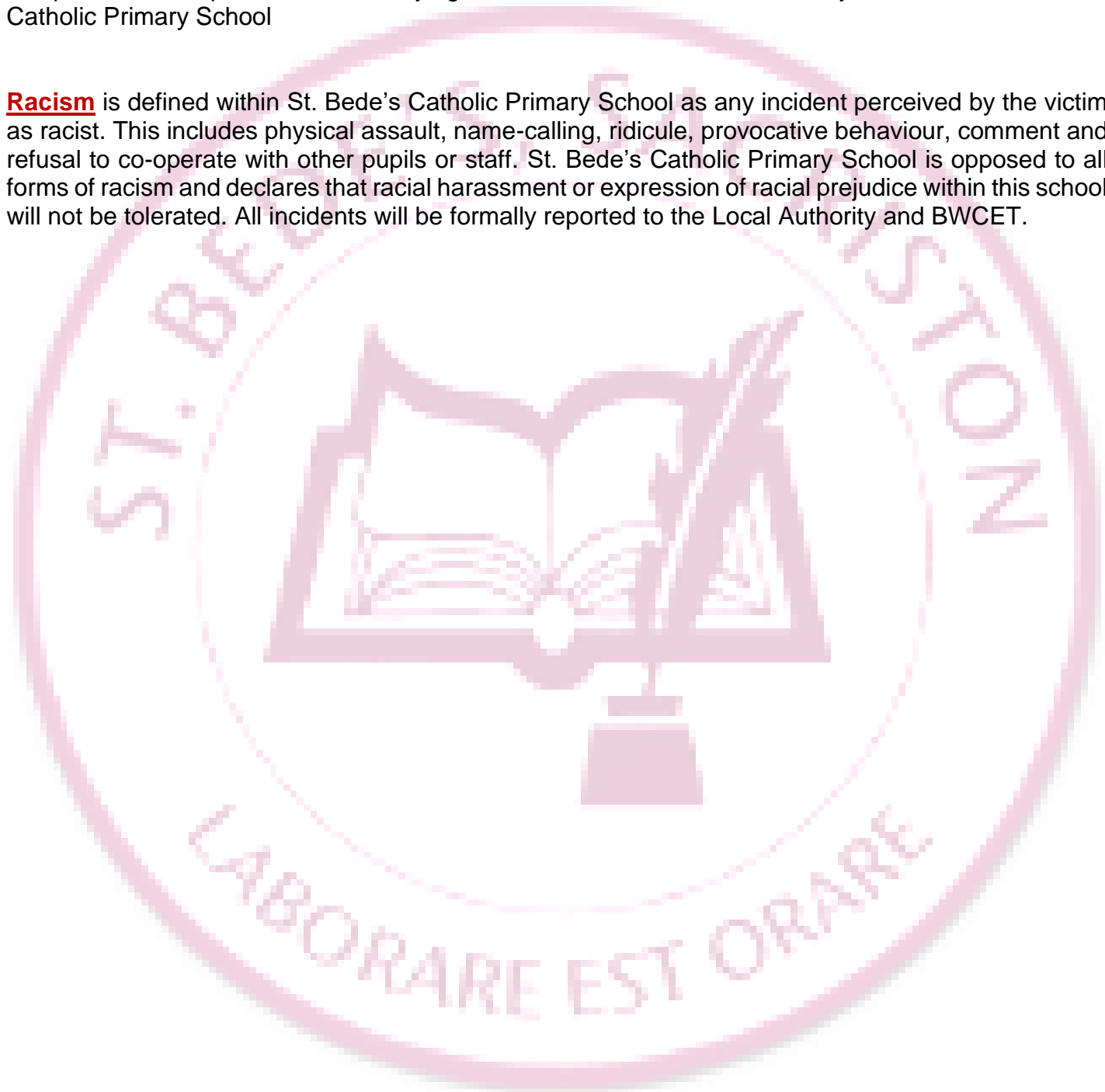


All red cards must be followed up with a de-brief completed by the member of staff issuing the Red Card.

**Bullying and Racism will NOT be tolerated at St. Bede's Catholic Primary School:**

**Bullying** is abuse of power by an individual or group with the intent to cause distress. It is deliberately hurtful behaviour which may be physical, verbal, psychological or even sexual in nature; the behaviour is repeated over a period of time. Bullying will not be tolerated and is severely dealt with at St. Bede's Catholic Primary School

**Racism** is defined within St. Bede's Catholic Primary School as any incident perceived by the victim as racist. This includes physical assault, name-calling, ridicule, provocative behaviour, comment and refusal to co-operate with other pupils or staff. St. Bede's Catholic Primary School is opposed to all forms of racism and declares that racial harassment or expression of racial prejudice within this school will not be tolerated. All incidents will be formally reported to the Local Authority and BWCET.



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## St. Bede's Catholic Primary School Home School Agreement

	The school will:	The family will:	The children will:
<p><b>Our Aims</b></p> <p><b>Article 3: The best interests of the child must be a top priority in all</b></p>	<ul style="list-style-type: none"> <li>• Provide a safe and caring learning environment.</li> <li>• Encourage an environment which accords respect for individuals.</li> <li>• Develop a sense of community and responsibility in school.</li> <li>• Ensure your child achieves their full potential as a valued member of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your child about their school day and encourage them to participate fully in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Work hard as a pupil of St. Bede's Catholic Primary School and try their best to be involved in the daily life of the school.</li> </ul>
<p><b>Our Work</b></p>	<ul style="list-style-type: none"> <li>• Provide a balanced curriculum and meet the individual needs of your child.</li> </ul>	<ul style="list-style-type: none"> <li>• Support your child with homework and opportunities for home learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Work hard and do their best.</li> </ul>
<p><b>Our Home School Links</b></p>	<ul style="list-style-type: none"> <li>• Provide information regarding your child's intended study plans each term.</li> <li>• Inform you of your child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the school of any problems that might affect your child's work or behaviour.</li> <li>• Attend meetings to discuss your child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Take letters home and invite parents/ carers to special events in school.</li> <li>• Talk to an adult if there is a problem.</li> </ul>
<p><b>Our Behaviour</b></p> <p><b>Article 12: Every child has a right to have a say in all matters affecting them</b></p>	<ul style="list-style-type: none"> <li>• Encourage your child to work hard and do their best.</li> <li>• Encourage children to respect and care for each other and their environment through consistent application of our behaviour policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the school's behaviour policies and guidelines for behaviour.</li> <li>• Ensure your child has the correct school uniform including P.E. kit.</li> <li>• Name all your child's equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and helpful to others and care for the school environment.</li> <li>• Follow the school charters to keep everyone safe and happy.</li> <li>• Wear the school uniform with pride!</li> </ul>
<p><b>Our Attendance and Punctuality</b></p>	<ul style="list-style-type: none"> <li>• Regularly analyse attendance and punctuality and report any concerns to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure your child arrives on time and regularly, providing an explanation for absence.</li> <li>• Attend meetings when requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school every day and on time.</li> </ul>
<p><b>Signed</b></p>	<p><b>Headteacher:</b></p>	<p><b>Parent/ Carer:</b></p>	<p><b>Pupil:</b></p>

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## Appendix 2: Behaviour Tracking Sheet



### St. Bede's Catholic Primary School Behaviour Tracking Sheet

**Class:**  
**Week Beginning:**

Name	Monday	Tuesday	Wednesday	Thursday	Friday
David Smith	1	1	3	1	5
Sam Stallone				1	
Arnold Pryer	1		4		

- Put a number in the box matching when a child meets the criteria for a 'Level'
- Change the number if a child moves levels, for example 'Level 1' escalates to 'Level 3'.
- 'Level 4' and 'Level 5' incidents must be dealt with by a member of the SLT and parents informed via a telephone call and an Arbor message.
- This tracking sheet is NOT to be displayed in class and is NOT to be shared with the children – it is for internal tracking purposes only. Weekly sheets are to be given to the Head of School for data collation.
- If a child has not reached the criteria for a 'Level' then the box remains empty.

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## Appendix 3: Behaviour Monitoring Record / Diary



### St. Bede's Catholic Primary School Behaviour Monitoring Record / Diary

Name:

Year:

Monitoring Period:

- After each session a member of staff will complete the monitoring record with *Pupil Name*, discussing his/her behaviours.
- If the behaviour has been positive in the session overall, a star (\*) will be recorded.
- The staff member will sign each recorded session.
- At the end of the day, *Pupil Name* will review his/her behaviour with the Class Teacher and Head of School. Both will sign and comment in the review section.

Date	Breakfast Club	Session 1	Break	Session 2	Lunch	Session 3	Review of the day
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

#### Review and Evaluation Monitoring period

SLT Comments:

Signed (SLT): .....

Date: .....

Pupil Comments:

Signed (Pupil): .....

Date: .....

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**Appendix 4: 'Red Card' Follow Up**



**St. Bede's Catholic Primary School  
'Red Card' Follow Up**

<b>Name:</b>	
<b>Date:</b>	
<b>Staff member:</b>	
<b>Outline of incident:</b>	
<b>Reasons for incident</b>	
<b>Reflection – what would you change?</b>	
<b>Moving forward</b>	

**Staff Signature (SLT):** .....

**Pupil Signature:** .....

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## Appendix 5: Route B

### Route B

Purpose:

- To take a preventative approach to pupils with more challenging behaviour.
- To be consistent with our 'Route B' provision across the school.
- To enable children with challenging behaviour to be successful in school.
- To have the view of moving back onto the whole school behaviour policy.

### Exemplification:

Pupils who are on 'Route B' need the following provision set up within a week of moving off the standard behaviour policy.

<b>One-page profile</b>	<ul style="list-style-type: none"> <li>• A one-page visual sheet which highlights triggers and strategies to support the student.</li> <li>• Appropriate to use with the student as well to support emotional literacy development.</li> </ul>
<b>Positive Behaviour Plan</b>	<ul style="list-style-type: none"> <li>• This identifies triggers and what behaviours look like.</li> <li>• It also explains key information about the child in terms of behaviour.</li> <li>• For children who exhibit behaviour that puts them at risk of harm or need for physical intervention to keep them safe.</li> <li>• Families need informing and a copy must be given.</li> <li>• A risk assessment may also be required. e.g. if child shows violent behaviour or likely to try to abscond.</li> </ul>
<b>A team of trusted adults who will check-in with the pupil</b>	<ul style="list-style-type: none"> <li>• Children who are vulnerable need to know they have a team of trusted adults around them.</li> <li>• The template should be used and include a photo of all adults (including mum and/or dad or carers).</li> <li>• Each adult needs their role identifying and how often they will 'check-in' with the pupils.</li> </ul>
<b>Morning check-in before any tasks are given</b>	<ul style="list-style-type: none"> <li>• A welcoming, positive start to the day.</li> <li>• Provide a calming activity if needed.</li> <li>• Check in with how the pupil is feeling (zones / pictures might be appropriate).</li> <li>• If dysregulated, a calming down activity before learning begins.</li> </ul>
<b>After lunch check-in</b>	<ul style="list-style-type: none"> <li>• A positive start to the afternoon.</li> <li>• Provide a calming activity if needed.</li> </ul>
<b>Pupil Intervention / calm room</b>	<ul style="list-style-type: none"> <li>• Adult support and supervision required.</li> <li>• Positive handling if necessary.</li> <li>• Activities to calm and regulate.</li> </ul>
<b>A meeting with the pupil's family run by the class teacher</b>	<ul style="list-style-type: none"> <li>• Welcome family.</li> <li>• Explain the positive approach.</li> <li>• Go through: Individual Behaviour Plan (IBP); One page profile; Positive Handling Plan; Team Pupil.</li> <li>• Opportunity for questions.</li> <li>• Decide on the best time for a weekly check-in to discuss and celebrate progress.</li> </ul>
<b>Weekly phone call from Class Teacher</b>	<ul style="list-style-type: none"> <li>• Decide when is best at the meeting (see above)</li> <li>• "Hi &lt;salutation&gt;, is now a good time to catch up about &lt;name of pupil&gt; week? The positives have been &lt;explain in detail&gt;. We have had &lt;trips to the Calm Room&gt; but &lt;enter a positive here, e.g. they have calmed down quickly/been very apologetic&gt;.</li> </ul>

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- Our target for next week is <something really achievable>. Thanks for your time!

**Positive behaviour Plan strategies may include:**

<b>Choice boards</b>	<ul style="list-style-type: none"> <li>• Laminated card with options of activity e.g. this or this.</li> <li>• Needs to have visual pictures with the word underneath.</li> <li>• This gives the child a sense of control but the adult is still 'in charge'.</li> </ul>
<b>Visual timetable</b>	<ul style="list-style-type: none"> <li>• A child might not appear to 'need' a visual timetable but they are always reassuring for children who are vulnerable so must be updated.</li> <li>• Can be Velcro or printed out depending on the child.</li> <li>• Needs to have pictures.</li> <li>• Pictures can be ticked off as the day goes on (award stickers/smiley faces).</li> <li>• Or Pictures can be taken off (e.g. Velcro) and put in a 'finished' box.</li> <li>• Visual timetables are also good to share with parents.</li> </ul>
<b>Team around the child meetings</b>	<ul style="list-style-type: none"> <li>• A half termly meeting will be held with the child and their parents.</li> <li>• Focus of the meeting.</li> <li>• What is working well.</li> <li>• What are the current concerns.</li> <li>• What needs to happen next.</li> <li>• Agreed action from the meeting.</li> </ul>