



ST WULSTAN'S
CATHOLIC PRIMARY
SCHOOL

Behaviour Policy

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Post Holder Responsible for Review:	Mrs Emma Brocklesby



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by St Wulstan's Catholic Primary School on 10.10.24 and will be reviewed in 10.10.25.

Signed by the Chair of the Local Governing Body for St Wulstan's Catholic Primary School:

Dr David Gillett

David Gillett

Signed by the Executive Principal for St Wulstan's Catholic Primary School:

Mrs Emma Brocklesby

Emma Brocklesby

Contents		Page
1	Safeguarding	4
2	GDPR and Data Protection	4
3	Aims and Objectives	4
4	Rewards and Sanctions	5
5	Bullying	6
6	Physical Restraint	6
7	Confiscation	7
8	Roles and Responsibilities	7
9	Fixed Term and Permanent Exclusions	8
10	Monitoring and Review	9

DEFINITIONS

The Company's standard set of definitions is contained at Definition of Terms – please refer to this for the latest definitions.

1. Safeguarding

- 1.1. At Saint Wulstan's Catholic Primary School we play a crucial role in preventative education. Preventative education is a whole school approach to behaviour that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. The curriculum is inclusive and developed to be age and stage of development appropriate in line with Keeping Children Safe in Education 2024.

2. GDPR and Data Protection

- 2.1. This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

3. Aims and Objectives

- 3.1. It is a primary aim of our school that every member of St Wulstan's 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.
- 3.2. The school's 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 in which everyone feels happy, safe and secure.
- 3.3. We have a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports us in aiming to allow everyone to work together in an effective and considerate way.
- 3.4. At St Wulstan's, we expect everyone to respect one another. We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 3.5. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent.
- 3.6. We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

4. Rewards and Sanctions

- 4.1. We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children
 - Teachers give children house points
 - We distribute certificates and stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
 - We acknowledge all the efforts and achievements of children, both in and out of school.
 - The class teacher discusses the rules and expectations with their class at the beginning of the school year. These are mutually agreed on and displayed in each classroom. Every child in the school knows the standard of behaviour expected.
- 4.2. The school employs a number of sanctions to enforce the school expectations of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher reinforces expectations. If a child misbehaves repeatedly, they are located in another area of the classroom until they are able to work appropriately.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity.
 - If a child threatens, hurts or bullies another child, the class teacher records the incident and an appropriate sanction is applied. All those involved may be asked to record their involvement. If appropriate the incident is reported to the Head of School.
 - If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order

to discuss the situation. This will be with a view to improving the behaviour of the child.

4.3 Such behaviour includes:

- **PHYSICAL:** being hit, kicked, pinched, spat at or threatened, deliberately destroying another child's property or taking someone's property deliberately, forcing someone to do something they do not want to do.
- **VERBAL:** being called names, teasing or sending nasty notes, spreading rumours and malicious gossip about someone.
- **EMOTIONAL:** making a fool of someone, repeatedly excluding a child by not talking to them or not letting them join in, tormenting.
- **CYBERBULLYING:** using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or e-mail.
- **PREJUDICE-BASED AND DISCRIMINATORY BULLYING:** Prejudice-based bullying is bullying behaviour motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Bullying can be using taunts, gestures or graffiti or victimising those who have special needs or disabilities. We understand St Wulstan's school plays a crucial role in preventative education in the context of a whole-school approach to preparing our pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

5. Bullying

- 5.1. At St Wulstan's, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- 5.2. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend without fear.

6. Physical Restraint

- 6.1. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.
- 6.2. Teachers do not hit, push or slap children. 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.
- 6.3. The actions that we take are in line with Government Guidelines on the restraint of children. Staff have received Team Teach Positive Handling training and appropriate refresher training.

- 6.4. Records of any restraint incidents are recorded in the Bound and Numbered Book.

7. Confiscation

- 7.1. Any prohibited items (knives or weapons alcohol illegal drugs stolen items tobacco and cigarette papers or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person) found in pupils' possession will be confiscated. These items will not be returned to pupils.
- 7.2. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- 7.3. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation> July 2022

8. Roles and Responsibilities

Class Teacher	<ul style="list-style-type: none"> • It is the responsibility of class teachers to ensure that rules and expectations are adhered to in their classes and that their classes behave in a responsible manner during lesson time. • The class teachers have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. Each child is treated fairly. • All members of staff treat all children with respect and understanding in line with the Gospel Values. • If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher reports to the Assistant Principal or, the Head of School. All behaviour incidents are recorded on the school management system, Arbor. • The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
Head of School and Executive Principal	<ul style="list-style-type: none"> • It is the responsibility of the Head of School and the Executive Principal to implement the Behaviour Policy consistently

	<p>throughout the School and to report to the Local Governing Body when requested, on the effectiveness of the policy.</p> <ul style="list-style-type: none"> • It is also the responsibility of the Head of School and the Executive Principal to ensure the health, safety and welfare of all children in the School. • The Head of School and Executive Principal supports the staff by implementing the Policy, by setting the standards of behaviour and by supporting staff in their implementation of the Policy. • The Executive Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Principal may permanently exclude a child. These actions are taken only after the Local Governing Body have been notified.
Parents	<ul style="list-style-type: none"> • The School collaborates actively with parents so that children receive consistent messages about how to behave. • We expect parents to support their child's learning and to co-operate with us as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. • If we have to use reasonable sanctions as a result of a child's behaviour, we expect parents to support our action. If parents have any concerns about the way that their child has been treated, they should initially contact the child's Class Teacher. If the concern remains, they should contact the Principal. • If these discussions cannot resolve the problem a parent has the right to contact the Chair of Governors and a formal grievance or appeal process can be implemented.
Local Governing Body	<ul style="list-style-type: none"> • The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Local Governing Body supports the Executive Principal in adhering to these guidelines. • The Head of School and the Executive Principal has the day-to-day authority to implement the School's Policy on Behaviour but the Local Governing Body may give advice about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

9. Fixed Term and Permanent Exclusions

- 9.1. We do not wish to exclude any child from School but sometimes this may be necessary.
- 9.2. Only the Executive Principal has the power to exclude a child from school. If an exclusion is deemed necessary the Executive Principal would seek advice and consult with the School's Local Governing Body before taking action.

- 9.3. All suspensions and permanent exclusion processes follow the Department for Education's (DfE) statutory guidance on suspensions and permanent exclusions. September 2022
- 9.4. The Executive Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Principal may exclude a child permanently. It is also possible for the Executive Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.5. If the Executive Principal excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Body.
- 9.6. The School informs the parents how to make any such appeal. The Executive Principal informs the Local Authority(LA) the Board of Directors and Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.7. When an Appeals' Panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 9.8. If the Appeals' Panel decides that a child should be reinstated, the Executive Principal must comply with this ruling.
- 9.9. During any period of exclusion the DSL ensures daily welfare telephone contact is made with the excluded child's parents or carers. First call will be made in line with absence procedures before 9.30am .If telephone contact is unsuccessful a home visit will be made by the DSL or DDSL. Contact records must be maintained.

10. Monitoring and Review

- 10.1. The Executive Principal and Head of School monitor the effectiveness of this policy on a regular basis.
- 10.2. The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Executive Principal and Head of School record those incidents in which a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give oral feedback to class teachers at an appropriate time.
- 10.3. The Executive Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 10.4. The Local Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the nonstatutory

guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

- 10.5. The Local Governing Body will review this Policy every year. The Local Governing Body, however, review it earlier than this if the Government introduces new regulations, or if the Local Governing Body receives recommendations on how the Policy might be improved.

11. The Catholic Curriculum

- 11.1 the development of a Catholic Curriculum all staff have the knowledge and understanding of the Catholic Social Teaching themes. Staff ensure that through the whole curriculum there are opportunities for the pupils to develop their own knowledge and understanding of the key principles of the Catholic Social Teaching themes. Pupils are also encouraged to use this gained understanding to make, age appropriate links to their everyday lives and the world around them influencing how they choose to behave.
- 11.2 The Catholic School Pupil Profile is also linked to the Catholic Curriculum and the appropriate virtues are chosen and celebrated through the behaviour. The virtues that are encouraged are:

12. Grateful & Generous

13. Attentive & Discerning

14. Compassionate & Loving

15. Faith-filled & Hopeful

16. Eloquent & Truthful

17. Learned & Wise

18. Curious & Active

19. Intentional & Prophetic

1. (delete the virtues that you do not feel are appropriate)

20.