

Whole School Behaviour Policy

Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven;

Luke 6:37



"Unlocking potential together in faith and love."

"Go, therefore, make disciples of all nations. And look, I am with you always; yes, to the end of time." (Matthew 28:19-20)

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the person they are created to be. Inspired by St Peter's example, we are working together to build a community built on love, faith, forgiveness and service

STATEMENT OF PRINCIPLES

Our behaviour policy is based on the teachings of Christ which support the principle that all people should be respected and valued. We aim to create a safe, positive and caring learning environment, based on mutual trust, where all children can achieve their full potential. Our children will develop the self discipline and skills needed to make them good citizens of the future, able to lead satisfying and fulfilling lives. Our children are taught that they are responsible for their own behaviour and it is their choice how to behave.

CONTEXT

This policy should be read and followed with due reference with the following policies:

- Health & Safety
- Safeguarding
- Attendance
- Teaching & Learning
- Home-School Agreement
- Equalities
- Anti-bullying
- Exclusions

CLASSROOM MANAGEMENT

There is an expectation that staff working in a classroom manage the behaviour effectively. This should include structuring lessons to ensure a consistent approach, carefully considering seating plans, encouraging appropriate behaviours for optimum learning to take place, engaging pupils in their learning and maintaining pace in lessons.

The environment needs to ensure that a positive working attitude is communicated to all. Each child within the classroom has the right to learn and all members of the class need to respect this right in others.

Each child needs to be responsible for the shared resources within the group and use them with due consideration of the needs of others. Ideally these resources are situated so that movement is at a minimum within the classroom and distractions are infrequent. Where resources are kept around the classroom, movement should be quiet, purposeful and not distracting to other members of the group. A classroom is a place of work. Certain rules and expectations are necessary to allow everyone to work successfully, safely and enjoyably within it. The school rules are displayed in each classroom along with any class rules that are agreed at the beginning of the school year. As individual children and small groups work with the teacher, others must learn to respect this time and not to distract them with unnecessary interruptions.

Each child needs to have pens/pencils/books/folders ready for use at the beginning of the activity.

During a whole class activity, it is necessary to listen and to become involved in the discussion. Within group work each child needs to work with others as the task requires but each child is responsible for its own interpretation and presentation of answers. Each child must endeavour to work with others as the task demands but not to distract or annoy them.

The children need to respond to the instructions of the teacher regarding the packing away of their belongings. When instructed to do so, they need to stand and leave the room quietly.

At the end of the afternoon children should leave the classroom quietly and, after getting their belongings from the cloakroom, they should leave the building sensibly and safely.

Within any classroom situation and with any adult each child must show respect and good manners at all times. This is an essential requisite of good classroom behaviour.

All children have the right to be treated positively and politely by others. Conversations between children should be friendly and socially acceptable. Bad language and derogatory, unkind comments are not acceptable within the classroom/school. Children need to be reminded of this frequently, particularly at the beginning of a school year when class rules are established.

The children also have the right to be treated fairly and sensitively by staff. They should not have their faults or difficulties highlighted by negative comments, but should be taken aside and talked to in a one-to-one situation.

Positive reinforcement of good behaviour is often most effective. However, there are occasions when it is necessary to impose sanctions. Within the classroom each teacher makes their own expectations and sanctions clear to their children. Children have a right to be treated with dignity - we need to remember this when we talk to them. No child should ever be sent out of the classroom to stand on the corridor as a consequence; they should be isolated for a time within the classroom if it is necessary.

If a child has been warned about the consequences of their behaviour 3 times, they can be sent to the partner class for a period of **10 minutes** with their work:

- Reception ↔ Year 1
- Year 2 ↔ Year 3
- Year 4 ↔ Year 5
- Year 5 ↔ Year 6

Due to the age of the children in Reception, it is not advised to send them to another classroom, although sometimes this may be necessary. We always aim to have 2 members of staff in Reception class and would expect any child requiring 1:1 support for their behaviour to receive it. When children are sent to another classroom, the teacher is expected to find them somewhere quiet to sit but not question the child or make any judgement on their behaviour. Changing the environment simply gives both adult and child the opportunity to calm down and reflect upon the events.

MOVEMENT AROUND SCHOOL DURING THE DAY

The type of movement around the school is crucial to the atmosphere within the school. If movement is quiet and purposeful it enhances the working environment being established rather than being a distraction and a disruption. When classes move around school, the group should be stopped at strategic points to ensure the safety of the end of the group.

RULES

There are 4 main school rules:

- We show respect (to each other and the environment in which we are learning)
- We do as we are asked by an adult
- We always tell the truth
- We try our best at all times

These are displayed prominently around school (see Appendix A) and children are reminded of them regularly.

REWARDS

There are certain school-based systems to encourage the whole school to be involved together and to try and encourage a pastoral spirit; these include stickers, 'Keys to Success', the weekly star award the jewelled book and celebration assembly which includes achievements out of school as well as in school. The 'Keys to Success' award criteria are set out in Appendix B.

Pupils can gain rewards through displaying positive behaviours. Appropriate behaviours must be directly taught and modelled by all staff working in school. Positive behaviours are attributed to an 'Achievement' points system (see Appendix C) and are recorded on the SIMS system (app or desktop) in order that they build a chronology. A print out of the achievement points for each child is sent home with the interim report each term.

At the end of the term, the total behaviour points of each individual child are subtracted from the total achievement points. The children are rewarded with a certificate and a coloured star to recognise their achievement:

- 100 points – bronze (awarded in class by HT)
- 150 points – silver (awarded in assembly by HT)

- 200 points – gold (awarded in achievement assembly by HT)
- Children’s total achievement points are printed off regularly and displayed in every classroom. In Reception, class Dojo is used as a visual reward system.

There are many incentives within the classroom to encourage positive behaviour from the children. Many of these are particular to the specific class group. Guidelines and parameters are established by the class teacher and with the children when the children are older. These vary between classes to allow for variety and taking into account the increased maturity of the children.

SPECIFIC AWARDS

Awards for personal achievement (ie. swimming, entry into school competitions) are celebrated during weekly assembly; parents are asked to send in certificates & achievements. Reading is also rewarded through our weekly reading raffle.

SANCTIONS

Positive reinforcement of good behaviour is often most effective. However, there are occasions when it is necessary to impose sanctions. Within the classroom each teacher makes their own expectations and sanctions clear to their children

When an incident has occurred where a child has behaved inappropriately in school they will be asked to explain in their own words what they believe happened, how they were feeling, how their behaviour affected others and what they need to do to put it right. Children should be encouraged to talk in terms of ‘choice’ and ‘consequence’

Negative behaviours are attributed to a points system (see annex D) and are recorded on the SIMS system (app or desktop) in order that they build a chronology. A print out of the behaviour points for each child is sent home with the interim report each term.

When a child is engaged in a serious incident (see annex D), it is recorded in the Serious Incident Book (SIB) by the Key Stage Leader. This helps to reinforce to the child that their behaviour is unacceptable. On the third occasion of a name being entered into the SIB, DHT speaks to parents.

One more incident and HT speaks to parents to initiate a behaviour contract. The nature of the contract is usually discussed between the class teacher, the Headteacher, the parents and the child. All parties are involved so that they understand the situation and work together to support the action being taken. The underlying aim of a behaviour contract is to give the child time and attention and to discuss periods within the day which may have been causing difficulties. Together, strategies for improvement can be determined. The aim of the discussions is to motivate the child and to encourage more self-awareness. The contract has a positive ethos with the emphasis being on achieving the target or on improving last week's progress. When the child does achieve the target, the completed sheet is taken to the Headteacher for further encouragement.

We use the ABC approach to investigate incidents of challenging behaviour. Annex E provides the ABC chart which should be used to record the challenging behaviour of an individual child.

If a child is regularly displaying the same challenging behaviour, the class teacher should complete a Behaviour Frequency Record (Annex F).

A referral to the Inclusion Manager can be made using a referral form (Annex G) and one of the completed behaviour forms. The nature of the referral would be ‘Nurture’. In exceptional circumstances, the inclusion manager will make a referral to Stepping Stones or seek further support from external agencies.

In order to support the behaviour of the child, teachers are expected to make use of the four pathways of the Lancashire Behaviour Support Tool, a summary of which is included in Annex H

EXCLUSION

The Headteacher is the only member of staff who can decide whether to exclude a pupil, for a fixed term or permanently, in line with the school’s exclusion policy, taking into account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the dismissal panel of the governing body upholds a permanent

exclusion, parents have the right to appeal the decision to an independent review panel, made up of members of the governing body with no previous knowledge of the situation.

The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

The local authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

The school will set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so)

SANCTIONS FOR CONDUCT OUTSIDE THE SCHOOL

All teachers have the statutory power to discipline pupils for misbehaving outside of school premises. The Headteacher has a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Where behaviour occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the same principles and sanctions that are applied in school will be applied in accordance with the severity of the behaviour. This may be when children are:

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

Teachers may also discipline for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

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

UNIFORM

The Department for Education strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

We expect all children to wear our school uniform. The majority of our uniform is available to order from the Uniform and Leisurwear Company, Common Garden Street, Lancaster.

- The only jewellery allowed in school is a digital / analogue wrist watch. Key Stage Two children may wear a PAIR of small, plain studs (gold / silver) in their ear lobe.
- Hair style / colour should be appropriate for school. Bright colours, shaven patterns or gelled styles are not suitable for school.
- Hair past shoulder-length should be tied back.
- Black shoes with either velcro, buckle or laces should be worn.

Any child wearing an item not specified on the website (<http://www.cathedral.lancs.sch.uk/parents/uniform>) will be considered to be non-compliant.

The Headteacher, or a person authorised by the Headteacher, may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform. This is not an exclusion but an authorised absence.

PREVENTING BULLYING

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers have to make their own judgements about each specific case.

PREVENTION

The school's response to bullying does not start at the point at which a child has been bullied. The school has developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The school is proactive in preventing bullying. We have an ethos of good behaviour where pupils treat each other and staff with respect because they know it is the right way to behave. There is an understanding of the value of education and a clear understanding of how our behaviour and actions impact on other people. This is reinforced throughout the school by staff and the older pupils.

All children are taught to 'say no' to bullying through their work in RE and PSHE. They are encouraged to speak to an adult or use the worry box if they are aware of any instances of bullying either to themselves or others. The school's anti-bullying policy is available on the school's website.

Pupils at The Cathedral Catholic Primary School treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

THE EQUALITY ACT 2010

This act requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

The Cathedral Catholic Primary School complies with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the DSL should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

CRIMINAL LAW

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a consequence. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

At The Cathedral Catholic Primary School, we will confiscate any item which has been brought into school despite a previous warning to the contrary or any item which we consider could cause injury or be a danger to other members of the school community.

The confiscated items will be kept in the Headteacher's office until the end of the half term when they will be returned on request to the child's parent or guardian.

In line with our Acceptable Use policy, Year 6 children are allowed to bring their mobile phones to school and hand them to the teacher at the beginning of the day. Should a child be found to have kept their phone about their person or using it during the school day, it will be confiscated and returned to them at the end of the day. If this is a regular occurrence, the Headteacher may take the decision not to allow an individual or group to bring their phone to school.

POWER TO USE REASONABLE FORCE

In our school we do not have a no contact policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action to prevent a pupil or pupils causing harm. School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a consequence.

WHAT IS REASONABLE FORCE?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

If reasonable force is used by a member of staff, a written account is taken by the Deputy Headteacher and remains both on the child's file and the staff file as evidence. This is not a punitive act.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

THE HEADTEACHER

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

OTHER STAFF

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

PARENTS

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from The Cathedral Catholic Primary School. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

SCHOOL SUPPORT SYSTEMS

As a fully inclusive school we recognise that for some children additional or different action may be necessary as a result of special educational needs and /or disability. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN register. An individual behaviour plan will be established with the child and his or her parent. This will outline agreed targets and strategies as well as ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be necessary to help the other children in school to understand what they can do to help and support this particular pupil.

Further information on the school's approach to inclusion is outlined in the school's Special Educational Needs policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them to manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

CONSULTATION, MONITORING AND EVALUATION

Our school is a Catholic caring community and it is the function of our school through a system of relationships, rewards, rules and sanctions to encourage and develop self discipline in our pupils in order to make them valued members of the community in later life.

Our policy has been developed in consultation with the school community and it will be monitored in accordance with the school's annual cycle of monitoring and evaluations, shared with the Governing body through the Headteacher's report and the school record of self evaluation.

The policy will be reviewed with all staff at the beginning of the academic year, with mid year reviews where monitoring suggests that this is necessary. Following the annual review of the policy parents will be informed of any adaptations or changes through the school news letter. The school newsletter and website will be used to ensure that the principles of the behaviour policy remain high profile for the whole school community.

COMPLAINTS PROCEDURE

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “dealing with allegations of abuse against teachers and other staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements, such as working within another area of the school are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Please refer to the school Complaints Policy for further details.

ANNEX A

The Cathedral Catholic Primary School

School Rules



- **We show respect**
- **We do as we are asked by an adult**
- **We always tell the truth**
- **We try our best at all times**

ANNEX B

	READING Dark blue	WRITING Light Blue	ENQUIRY Green	COMMUNITY Yellow	MINDSET Dark Pink	MATHS Light pink	MISSION Red	ACHIEVEMENT Purple	FAITH White	PERFORMANCE Orange
	Show and share a love of reading	Consistently show and share a love of writing	Asking questions and finding answers	Participating and helping the wider school community	Showing a positive attitude to learning	Know and apply	Following the school weekly mission	Something I am proud of	Showing commitment in faith	Perform to an audience
RECEPTION	e.g. retelling a book through role play	e.g. choosing to write independently	e.g. asking questions	e.g. CAFOD, Reading in church, Sports teams, Open evening, PTA events, Classroom jobs,	e.g. independence, resilience, perseverance, cooperation, risk taking, effort, leadership,	Numbers to 10	Awarded 'Star of the Week' linked to our weekly mission	e.g. Award from external group (cubs, sports) Or Achievement from a school-based club (sports, art, ICT)	e.g. actively participating in planning and sharing class worship, attending voluntary prayer groups, regularly attending a place of worship, sharing aspects of own faith with others	e.g. nativity, poetry recital, play, carol singing,
YEAR 1	e.g. share a favourite book	e.g. seeing yourself as a writer	e.g. Asking questions about the world	Visits in the community, Eco club, Classroom jobs,		Place value				
YEAR 2	e.g. talk about a favourite author	e.g. choose to write for a variety of purposes	e.g. ask questions about things they have observed and thinking of possible answers			2, 5, 10 x				
YEAR 3	e.g. explore a variety of books/texts	e.g. engaging in longer pieces of writing	e.g. think of questions that can be investigated			2, 3, 4, 5, 8, 10 x				
YEAR 4	e.g. explore a variety of books/texts		e.g. start to investigate questions asked			12 x 12				
YEAR 5	e.g. actively contribute to discussions about books and authors	e.g. with passion and flare!	e.g. independently find answers to questions asked			Mental maths strategies				
YEAR 6			e.g. research a scientific question of interest			Problem solving skills using all of the above				

ANNEX C

The Cathedral Catholic Primary School

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Achievement Points

1 – Good behaviour	Good piece of learning Good effort Helping someone Good manners Being a good friend Perseverance in learning Reading 3 times a week
2 – Very good behaviour	Achieving a given target (e.g. learning times tables) Very good piece of learning Very good effort Representing the school well
3 – Excellent behaviour	Homework handed in on time for ½ term Being a good role model to others / Faith in Action Excellent piece of learning Excellent effort

ANNEX D

Behaviour Points

1 - Minor	Not wearing uniform correctly Untidy presentation of work Careless work – rushing / not following advice Not lining up / walking round school properly Low level disruption in class / assembly / around school
2 - Moderate	Not treating school property with respect Refusing to follow instructions Unkind words to other children Answering back Inappropriate language Verbal abuse to others Sent out of class for disruptive behaviour
3 - Serious	Deliberately hurting another child Threatening a member of staff Physical assault (staff/pupil) Bullying (including online) – document and evidenced Large scale property damage Sent out of class 3 times in a half term


ABC CHART



Pupil _____

DATE:	ANTICIPEDENTS When and where did it happen? Who was involved?	BEHAVIOUR What did the pupil actually do?	CONSEQUENCES What happened afterwards? What was done?

BEHAVIOUR FREQUENCY RECORD - CONSISTENCY



NAME											
DATE STARTED						DATE OF BIRTH:					
DATE COMPLETED						COMPLETED BY:					
SPECIFIC BEHAVIOUR											
TOTAL NUMBER OF TIMES OBSERVED	TIME:	ACTIVITY:	TIME:	ACTIVITY:	TIME:	ACTIVITY:	TIME:	ACTIVITY:	TIME:	ACTIVITY:	
MONDAY DATE:											
TUESDAY DATE:											
WEDNESDAY DATE:											
THURSDAY DATE:											
FRIDAY DATE:											

The Cathedral Catholic Primary School Inclusion Referral Form



Area of referral (please circle):

SEND medical EAL nurture G&T

Nature of referral:

Why would you like them to be monitored/added to the inclusion records? This should include relevant data where appropriate.

Brief history:

Please include any relevant information on the child's background and any steps that have been taken to support them so far. Also attach any relevant supporting documentation.

Parental involvement:

Is the referral being made after a discussion with parents or does this still need to take place? Are parents aware of your concerns? What are their feelings regarding your intention to make an inclusion referral?

A. Pupil causes problems during out of class/ unstructured times of the day	B. Pupil regularly disturbs learning in the classroom	C. Pupil fails to respond to additional support strategies	D. Pupil at risk of fixed term or permanent exclusion
<p>Have you:</p> <ul style="list-style-type: none"> Reviewed the supervision arrangements and zoning Y <input type="checkbox"/> N <input type="checkbox"/> Reminded all staff and pupils of the agreed rules and routines for out of class Y <input type="checkbox"/> N <input type="checkbox"/> Given the pupil a job/ role/ responsibility for out of class time. Encouraged the use of lunchtime clubs/ sports Y <input type="checkbox"/> N <input type="checkbox"/> Met with the parents in school Y <input type="checkbox"/> N <input type="checkbox"/> Observed the child's behaviour to identify the <u>ABC of behaviour</u>. Y <input type="checkbox"/> N <input type="checkbox"/> Ensured that all staff have the skills to manage the behaviour and know the strategies to use Y <input type="checkbox"/> N <input type="checkbox"/> <p>Additional support: See sections 2,3,4,5 6e, 6f, 6h</p>	<p>Have you:</p> <ul style="list-style-type: none"> Completed the <u>ABC process</u> Y <input type="checkbox"/> N <input type="checkbox"/> Met with the <u>parents in school</u> Y <input type="checkbox"/> N <input type="checkbox"/> Ensured that all adults consistently use proactive strategies to prevent behaviour problems and use agreed systems to address issues Y <input type="checkbox"/> N <input type="checkbox"/> Identified any unmet needs such as <u>speech and language support, EAL, reading catch up, ASD</u> Y <input type="checkbox"/> N <input type="checkbox"/> Reviewed the curriculum to ensure that it is appropriate and accessible? Checked pupil groupings? Y <input type="checkbox"/> N <input type="checkbox"/> <p>Does my school behaviour system allow me to identify pupils with a behaviour concern at an early point before the behaviour has become habitual?</p> <p>Additional support: See sections 2,3,4,5</p>	<p>Have you:</p> <ul style="list-style-type: none"> Arranged for an observation from an external support e.g. EP, <u>PRU intervention worker, behaviour consultant, SEND trained behaviour support</u> Y <input type="checkbox"/> N <input type="checkbox"/> Linked to external providers such as <u>Childrens' Centre, Family Support, Lancashire Parenting, Emotional Health and Wellbeing support, Domestic abuse team, Early support and help team</u> Y <input type="checkbox"/> N <input type="checkbox"/> Considered specialist interventions e.g. counselling, play therapy Y <input type="checkbox"/> N <input type="checkbox"/> Considered if <u>CAMHS</u> involvement is needed Y <input type="checkbox"/> N <input type="checkbox"/> Shared expertise with local schools Y <input type="checkbox"/> N <input type="checkbox"/> Developed a PSP/ BSP Y <input type="checkbox"/> N <input type="checkbox"/> 	<p>Have you:</p> <ul style="list-style-type: none"> Considered the use of a <u>managed move</u> Y <input type="checkbox"/> N <input type="checkbox"/> Considered the use of <u>alternative provision</u> Y <input type="checkbox"/> N <input type="checkbox"/> Discussed the case with your school adviser or LA Alternative provision? Y <input type="checkbox"/> N <input type="checkbox"/> <p>What do I do if I feel a <u>fixed term</u> exclusion is necessary see section 10</p>

If yes and the problem still persists have you:	If yes and the problem still persists have you:	
<ul style="list-style-type: none"> Used a behaviour modification card/ target card/ behaviour contract Y <input type="checkbox"/> N <input type="checkbox"/> Planned sessions outside of the classroom (group work or 1:1 work) to teach necessary skills such as sharing and making friends Y <input type="checkbox"/> N <input type="checkbox"/> Identified a skilled support worker for these times Y <input type="checkbox"/> N <input type="checkbox"/> Addressed hot spots e.g. split up from certain pupils or activities or timings. Used a planned lunch time structure for eating, playing, helping out, accessing lunchtime clubs or nurture/buddy system etc Y <input type="checkbox"/> N <input type="checkbox"/> 	<ul style="list-style-type: none"> Used a behaviour modification card/ target card/ behaviour contract Y <input type="checkbox"/> N <input type="checkbox"/> Investigated parenting and boundaries at home Y <input type="checkbox"/> N <input type="checkbox"/> Ensured skilled TA support Y <input type="checkbox"/> N <input type="checkbox"/> Planned sessions to teach behaviour for learning skills such as self esteem Y <input type="checkbox"/> N <input type="checkbox"/> Considered a nurturing approach/ provision Y <input type="checkbox"/> N <input type="checkbox"/> Carried out and recorded clear cycles of intervention- assessment of needs/ issue- intervention and review Y <input type="checkbox"/> N <input type="checkbox"/> Identified hotspots/ patterns and additional support for this time Y <input type="checkbox"/> N <input type="checkbox"/> Developed an IEP or IBP Y <input type="checkbox"/> N <input type="checkbox"/> 	<ul style="list-style-type: none"> Considered a <u>managed move</u> or <u>alternative provision</u>? Y <input type="checkbox"/> N <input type="checkbox"/> Set up a multi-agency meeting (including the parents) Y <input type="checkbox"/> N <input type="checkbox"/> <u>Consider completing and submitting a CAF</u> Y <input type="checkbox"/> N <input type="checkbox"/> Developed a clear and regularly reviewed plan for all stakeholders and the child. Y <input type="checkbox"/> N <input type="checkbox"/>
If yes and the problem still persists go to column C	If yes and the problem still persists go to column C	If yes and the problem still persists go to column D



Behaviour Policy February 2022

The Behaviour Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Mrs Holt in consultation with the Leadership Team.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – February 2024

Approved by _____ (Headteacher)

Date: _____

Approved by _____ (Chair of Governor)

Date: _____

Approved by _____ (Governor)

Date: _____

