St Cuthbert's
ROMAN CATHOLIC ACADEMY TRUST

Behaviour & Attitudes Policy

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ENCOUNTER • LEARN • GROW • FLOURISH

Table of changes

Version Number	Date of Version/Review	Detail changes
V. 1		

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1. Mission Statement

"Encounter, Learn, Grow, Flourish."

Our Mission at St Cuthbert's places Christ at the centre of all that we do, and it underpins our belief that through providing encounters with Christ, everyone in our community can learn, grow and flourish. Our Catholic faith provides a foundation of mutual love and respect to all within our organisation. The Catholic Life of the school permeates all aspects of life at St Cuthbert's and provides a perfect basis to develop excellent pastoral care for our pupils. As our Mission Statement expresses, the education we seek to provide our young people is one that not only focuses on their academic success, but one of a holistic nature.

The Pastoral Behaviour and Attitudes policy helps live out the aims of our Mission Statement. Whilst this policy sets out clear guidance for the systems used, including both sanction and reward, the truly holistic nature of our pastoral care being aligned with our Mission Statement, allows for individual next steps, support plans and targets to be implemented for individual pupils, when required.

2. Our Values

We exist as a Catholic community to serve our pupils, welcoming them into a life with Christ. We strive to provide an authentic Catholic education unpinned by gospel values that creates a truly holistic education for our young people. We value each individual as equal, regardless of nationality, gender, race, colour, sexuality or creed.

"All your children shall be taught by the Lord, and great shall be the peace of your children" Isaiah 54:13.

We pride ourselves on exceptional standards of personal pastoral care, rooted in our Christian tradition and values of kindness, support, peace, justice, forgiveness and joy. We are an inclusive academy, striving to provide a support and nurturing learning environment where our pupils can grow and develop spiritually and morally.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out". (Proverbs 18:15)

We strive for a virtue driven approach to pastoral care. The virtues of fortitude, temperance, wisdom, hope and justice underpin all that we do for our children. We aim to support our pupils in living out these virtues in all aspects of their school lives.

"Excellence is an art won by training and habituation. We do not act rightly because we have excellence, but we rather have this because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." (Aristotle)

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Policy Principles:

At St Cuthbert's we aim to create and maintain a safe and consistent learning environment, underpinned by a pastoral system which promotes the wellbeing of all pupils.

'I have come so that they may have life, and have it to the full' John 10:10

The policy is to secure outstanding teaching and learning within an ethos which promotes outstanding behaviour, self-discipline, respect, high standards of achievement and transparent and just application. Pupils should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are celebrated within the school and wider community.

Our Pastoral Behaviour and Attitudes Policy is designed to:

- Reflect the school mission statement in all aspects of school life
- Help pupils live out our virtues
- Acknowledge and celebrate behaviour that leads to successful learning and creates an extremely positive school ethos
- Encourage pupils to value and respect themselves and others
- Be applied consistently by all staff at all times and in all parts of the school

- Encourage self-discipline and personal responsibility in lessons, during unstructured time and whilst travelling to and from school
- Encourage a caring, respectful and considerate attitude to others
- Be clearly understood by staff, pupils and parents/carers.

Our principles are lived out with reconciliation at the heart of our relationships.

'Be kind and compassionate to one another, forgiving each other, just as Christ forgave you'. Ephesians 4:32.

5. Roles and Responsibilities

It is the responsibility of all staff to collectively uphold the high standards and expectations, meaning all staff must challenge instances of poor behaviour.

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.1 Roles and Responsibilities of the Headteacher and Deputy Headteacher:

- Review the policy and present changes where required.
- Ensure that the school environment encourages positive behaviour in line with the Catholic ethos of the school.
- Ensure that all staff deal effectively with poor behaviour, understand the behavioural expectations and importance of maintaining them.
- Monitor the implementation of the policy to ensure rewards and sanctions are issued consistently to all groups of pupils.
- Provide new staff with a clear induction into the school's behavioural Catholic culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensure that the pastoral data is reviewed regularly to review and adjust support for individual pupils when required.

5.2 Roles and Responsibilities of Senior Leaders:

- Regularly review the behaviour data to support and challenge pupils.
- Communicate with parents and carers to address any behavioural and pastoral concerns, meeting with home where necessary.
- Communicate with teachers where required, detailing particular circumstances and suggestions of support for pupils.
- Support pupils with a range of social, emotional and well-being needs that may have an impact on positive behaviour in school.
- Complete referrals for external agencies when pupils require further support.
- Liaise with the SENCO to discuss pupils, strategies and plans where required.
- Liaise with teaching staff, supporting with reconciliations and building positive relationships.

5.3 Roles and Responsibilities of Teaching Staff:

- Create a calm, warm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, such as ensuring any SEND needs are met on an individual basis whilst still ensuring that this approach enables staff to operate within the parameters of the Behaviour and Attitudes Policy.
- Record and report behaviour incidents promptly
- Challenge and support pupils to meet the school's expectations and standards.

6. Responding to behaviour: behaviour expectations, systems and sanctions

6.1 In the classroom

Expectations: The Classroom Code

1. Arrive on time and take off your jacket.

2. Take out your equipment and get ready to start the lesson.

3. Stand to start the lesson with the sign of the cross.

4. Sit down in silence when invited to by the teacher.

5. Listen attentively when the teacher is speaking and when another pupil is contributing to the lesson.

6. Put up your hand when you want to ask a question or make a contribution to the lesson.

7. Wait until you are asked to speak.

8. Be respectful, polite and cooperative.

9. Work hard.

10. If you need help – ask.

6.2 Outside of school.

The school expects pupils to behave well out of school: on journeys to and from school and school events, when travelling to other venues for school activities, and on school trips. Pupils' behaviour should be orderly and respectful of the people and environment around them. Pupils are still representatives of the school even when not on the school site.

Instances where pupils have brought the name of the school into disrepute will be investigated and can result in pupils being sanctioned, including the use of suspension.

6.3 Detentions:

Detentions are given as a sanction for behavioural issues. Listed below are the detentions that a child can receive. This is not an exhaustive list, as a classroom teacher or member of staff may deem it appropriate to sanction a child with a personal detention.

Lunchtime or breaktime Detentions:

Reason for detention (this is not an exhaustive list):

- Persistent disruption to learning
- Poor quality of work / engagement.
- Rudeness to other pupils and/or staff
- Unkindness
- Unsafe play
- Hands-on behaviour

Detentions are run by SLT in a designated area.

6.4 Behaviour plans and reports.

Where relevant, pupils can be placed on a report to monitor their behaviour. A child can be put on report to monitor their behaviour by the Senior Team.

7 SEND

Children with SEND form an invaluable part of our school communities. We also recognise that they may face barriers to learning that other children find easier to navigate. Therefore, staff are trained throughout the school year regarding how to meet the needs of children with SEND within the classroom, alongside bespoke key strategies for individual pupils, built on the premise that what is essential for some still benefits all. The Behaviour Policy still applies to all SEND pupils, but it will be actioned judiciously and according to the needs of individual learners. SEND pupils are not to be treated explicitly differently to others, but reasonable flexibility is built into the policy to allow SEND pupils to understand expectations but have the support and reasonable adjustments in place to meet them.

Our SEND pupils are complete, fully realised people with important and unique qualities who, like all other pupils, at times, need more help and support in order to meet our behavioural expectations.

8. Inappropriate behaviour

All instances of inappropriate behaviour are taken extremely seriously and dealt with in a timely manner.

8.1 Bullying

Please see the St Cuthbert's Trust Anti-Bullying policy. This includes instances of transphobic, homophobic and prejudicial anti-disability bullying and/or verbal slurs – even as a one-off event. At St Cuthbert's , we follow the Trust Policy and adopt the following routines when dealing with an instance of bullying:

1. •Instance of possible bullying reported. Member of staff to action this to SLT.
2. •Statements to be collected from victim, witnesses and the perpatrator.
3. •If required, the perpatrator is removed from class. Home is informed for both the victim and the perpatrator.
4. •SLT issue relevant sanctions to the perpatrator in accordance with the behaviour policy.
5. •Pastoral Coordinators carry out frequent checks on both the victim and the perpatrator to ensure no further issues occur and arrange a reconciliation where appropriate. This could be face to face, or via a written apology.

8.2 Racism

Instances of racism are dealt with seriously and sensitively Senior Leaders. Any case of racism is dealt with on an individual basis, with relevant sanctions being put in place and further educational support provided for the perpetrator. There is a zero-tolerance approach to racism at St Cuthbert's .

- Any instances of racism are placed on the racism log and both the perpetrator and victim are monitored and supported.
- Referrals and support from the local PSCO are made as required.
- The safeguarding team are notified with a designated member of the team checking in on the victim to ensure there have been no further incidents.

8.3 Child on child abuse

Behaviour which is classed as 'child on child abuse' is detailed in the St Cuthbert's Safeguarding and Child Protection Policy.

8.4 Online behaviour

The use and/or potential misuse of social media, messaging services and other online / digital behaviours will be responded to in accordance with school policies. The recording, uploading, sending or social sharing of images, videos or messages that incite poor behaviour, threaten, harass, or behave negatively towards others is deemed inappropriate behaviour. Those who misuse social media or digital methods of communication will be sanctioned accordingly and the relevant authorities alerted in serious instances.

9 Suspensions including permanent exclusion

Behaviour which can result in suspension or permanent exclusion can be found in the St Cuthbert's Permanent Exclusion Policy.

10 Prohibited items

Pupils are prohibited from bringing the following items to school:

- Alcohol
- Drugs and drugs paraphernalia
- Tobacco / cigarettes / vapes / vape and smoking material
- Guns (including air and pellet guns, any kind of toy imitation gun or firearm, and water pistols)
- Knives, including pen knives and any kind of toy or imitation knife or any sharp instrument.
- Fireworks, caps and matches
- Glass bottles
- Stolen items
- Chewing gum
- Laser pens
- Large sums of money
- Pornographic images
- Any additional item that it identified as a 'prohibited item' in DfE guidance

The list above is not exhaustive, and other items can be classed as prohibited. In line with DfE guidance, pupils can be searched without consent should there be a concern about having a prohibited item in their possession.

11 Mobile Phones

Mobile phones should not be used by pupils when on the school site. Phones should be switched off and placed in pupil bags. If this is not followed by pupils, then the mobile phone is classed as a prohibited item.

12 Uniform and Appearance

Uniform and appearance expectations are communicated regularly to parents and carers. The uniform letter can be found on the school website and is communicated home regularly.

Hair Expectations

It should be noted that as a school we work in line with The Equality and Human Rights Commission, recognising that different types of hair, such as afro, require different treatment and care to European hair. Pupils should not have unnatural colours in their hair and should not wear hair jewellery such as braid clips, beads or colour wraps. Hair styles must reflect the professional standards of appearance required for school. The final analysis of whether a haircut is deemed appropriate or otherwise is left to the judgement of Senior Leaders.

13 Punctuality

Punctuality is a key focus for all pupils. Lateness to school and to lessons disrupt learning for other pupils and those with poor punctuality are missing out on key learning. Pupils who are late for school with no viable reason will be spoken to by a Senior Leader and an appropriate sanction issued.

14 Rewards

Rewarding pupils is central to success at St Cuthbert's. Pupils deserve to be rewarded, and this creates a positive and motivated learning environment where pupils want to achieve the best they can.

The rewards system combines all aspects of school life to create a holistic approach to celebrating pupil achievements.