

# Behaviour & Attitudes Policy

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## Table of changes

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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**

Our expectations for behaviour are based around 3 virtues:

**We are kind**

**We are safe**

**We are ready**

At St Mary and St Joseph's we promote and reward the exemplary behaviour we witness from our children. We use a positive whole-school behaviour management strategy classroom and learning area. Our House Point system, class rewards and sharing assembly all provide further opportunities for us to praise, thank and reward our children. We are very proud of the good behaviour pupils demonstrate every day and in order to maintain such a positive picture. St Mary and St Joseph's expects every member of the school community to behave well in a considerate and caring way towards others.

We believe everyone is created in the likeness of God and we should value and respect each other at all times. This policy is 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. We treat every child fairly and apply this policy in a consistent way. St Mary and St Joseph's rewards good behaviour, supporting our ethos of kindness and cooperation.

## Procedures

- At the start of every academic year, class teachers are responsible for discussing the three school virtues with the children and creating a display outlining what good behaviour looks like linked to these three virtues at
- Staff will deal with behaviour issues using restorative practice supported with a staff script. De-escalation strategies will be used.

### **30 Second Scripted Intervention:**

- I have noticed that you are (having trouble getting started, wandering around, playing with equipment) right now
- Remember to be ...kind/ready/safe
- You have chosen to ....
- Because of that you need to (refer to action to support behaviour e.g move to another seat, complete work at another time.
- Do you remember when you (refer to previous positive behaviour)
- That is what I need to see today

**Later ...acknowledge good behaviour choices with: 'Thank you for...' '**

### **Restorative Questions**

1. What happened?
  2. What were you thinking / feeling at the time?
  3. What have you thought since?
  4. How did this make other people feel?
  5. Who has this affected and how?
  6. Where do you think things went wrong?
  7. What should we do to put things right?
  8. If this happened again, how could you do things differently?
- The beginning of the next teaching session/day is a "fresh start" for the child.
  - If the child persisted in poor behaviour, for each session throughout the day or for subsequent days, an appointment would be made by the class teacher with the parents to discuss the child's behaviour. This would be logged by the class teacher onto the behaviour log. Staff may work with SENDCo and parents to establish an Individual Behaviour Plan (IBP).
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part in the rest of the activity. If necessary, the rest of the class will be removed from the situation. Staff work to deescalate such volatile situations by watching and waiting and stepping back until the child is calm. Other staff members may need to be called upon to offer support.
  - All staff are aware of the regulations regarding the use of teachers as set out in DfE Circular 10/98. 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 themselves. The actions we take are in line with government and local authority guidelines on restraint of children. Members of staff are trained in positive handling through Team Teach (renewed regularly)



## **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 Consequences**

### **Graduated consequences:**

- Nursery & EYFS Restorative Chat – Thinking Time using a sand timer (1 minute)
- KS1 – 2 Warnings followed by missed break – Thinking Time using a sand timer (2 minutes) – restorative chat
- KS2 – 2 Warnings followed by missed break with restorative chat – reflection task

## **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.

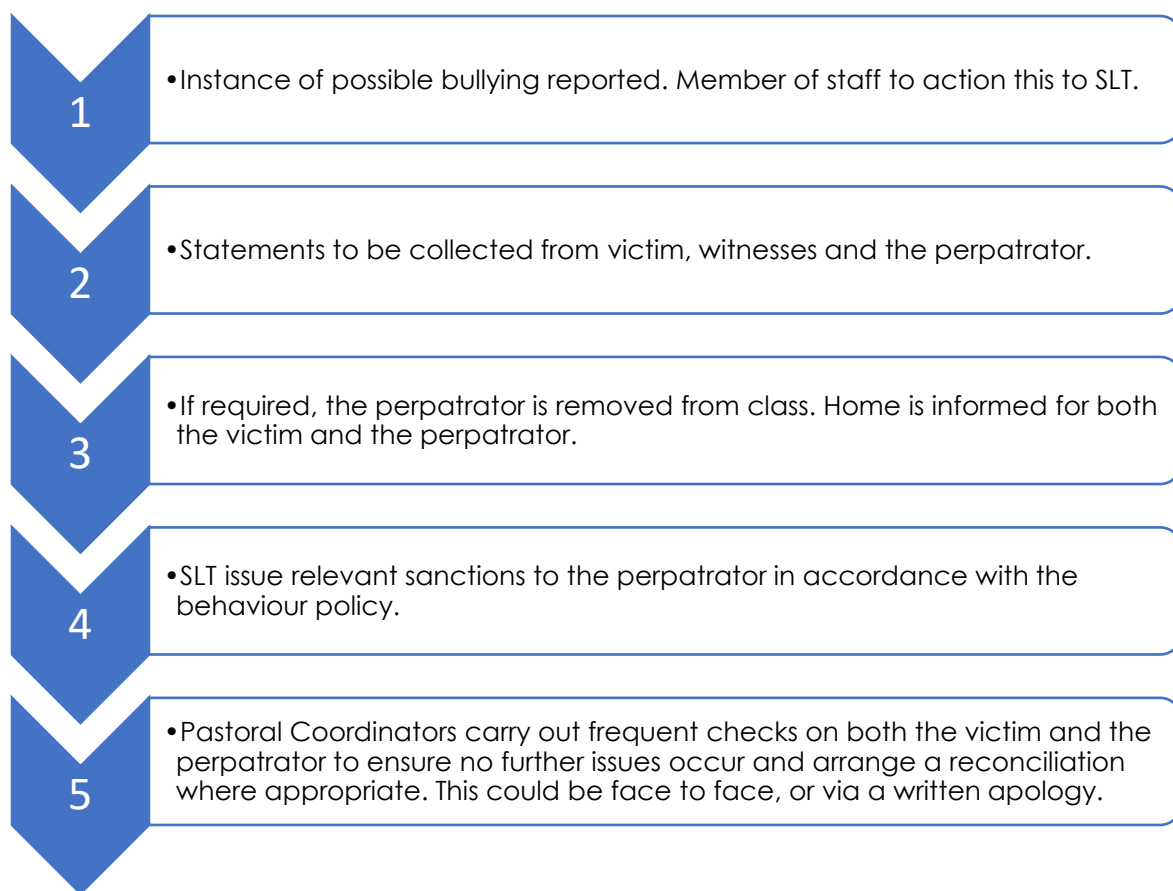
Our SEND pupils are complete, fully realised people with important and unique qualities who, like all other pupils, at times, need more help and support in order to meet our behavioural expectations.

## **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:



## **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 handed into the office. 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.

We are very proud of our school and the community to which we belong. To clearly define us as our school family, we ask that all children adhere to our uniform code.

### **Girls**

- Navy skirt or school trousers
- Pale Blue polo shirt
- Navy Blue sweatshirt or cardigan
- Black school shoes
- Blue and white checked dress
- Black Indoor shoes (plimsoles or trainers)

### **Boys**

- Grey school trousers or shorts
- Pale blue polo shirt
- Navy Blue sweatshirt
- Black school shoes
- Black Indoor shoes (plimsoles or trainers)

#### **PE Kit**

- White PE t-shirt
- Blue shorts
- Blue hoodies
- Blue joggers (plain)
- Trainers/ pumps

#### **Forest Schools (Every Thursday)**

- Warm coat
- Trousers or joggers
- Waterproofs
- Wellies
- Gloves/scarves/hats – dependant on the weather.

Items with school logo are available to purchase from:

<https://school-shop.co.uk/school/st-mary-and-st-joseph-vc-academy/>

Please note that non-logo uniform is acceptable but must be the correct colour as defined above.

**Please, please, please ensure that all clothing; shoes and bags are clearly marked with your child's name so that items can be easily reunited with their owner should they go missing!**

#### **Jewellery, make up and nail varnish**

The school has recently reviewed its policy in relation to earrings. Children are permitted to wear a single pair of small, stud earrings that must be removed for PE (at home). The exception being newly pierced ears that must be taped over (at home by a parent) for PE.

Children are permitted to wear a wrist watch (except in PE). Children are not permitted to wear 'smart watches' to school, which include Apple watches or fitness trackers which can connect to the internet.

No other jewellery type is permitted in school. Children are asked to remove necklaces; bracelets etc. themselves and these are returned at the end of the school day.

#### **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.

Behaviour that promotes self discipline, respect for self, others and legitimate authority is encouraged at St Mary and St Joseph's School in a variety of ways:

- In classrooms a range of strategies are used, dependent to some extent upon the personal relationships within the class. Among the well-used and effective strategies employed are:
  - Verbal praise and congratulations
  - Merit cards for children to collect stickers for recognition of outstanding effort or personal attainment in KS2
  - Extra responsibilities in class and school
  - Sharing with the headteacher or assistant headteacher, receiving stickers
  - Star of the week certificates
  - School house teams and house points
  - Mission points
- Outside the classroom opportunities exist to develop good behaviour:
  - School Council
  - Chaplaincy Team
  - Sharing of play time equipment
  - Y6 pupils have responsibilities around the school
  - Buddies
  - A range of extra-curricular activities

In addition to the use of rewards outlined in this policy children are taught in school how to communicate, solve problems, manage their feelings, cooperate with others and consider issues from more than one point of view.