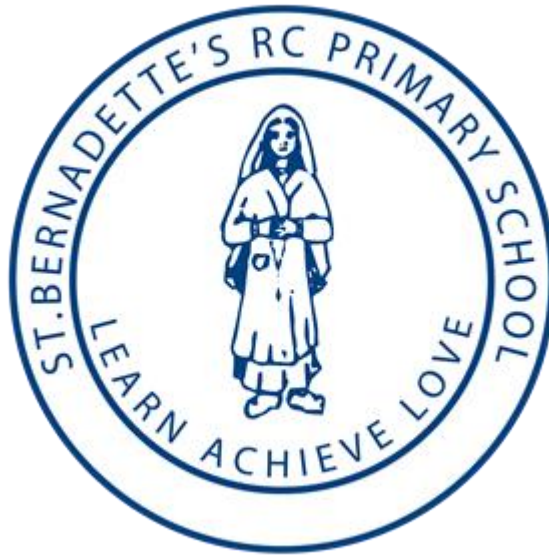


# St. Bernadette's RC Primary School



## Behaviour Policy

**Reviewed – September 2024**

**Review – September 2026**

Jesus Christ is very important in our school. He is at the heart of everything we do. Our school is part of the mission of the church-making Jesus, known and loved. We try hard to live as Jesus wants us to, so that together we grow in faith, loving each other and loving God. We do all of these things because we want to keep Jesus among us every day at St Bernadette's.

It states clearly in our Mission Statement: **"We must ensure that the quality of relationships in existence are in keeping with the mission of the school"** and that as followers of Jesus, we treat other people as we would like to be treated.

### **Aims of the Policy**

To encourage a calm, purposeful and happy atmosphere within all areas of school life.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental support, cooperation and involvement.

To make clear boundaries of acceptable behaviour and ensure safety.

To raise awareness about appropriate behaviour.

To help children, staff and parents have a sense of direction and feeling of common purpose.

### **Department For Education Guidance States:**

"Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher; ----"

"The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them."

"A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with

the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.”

### **Children’s Responsibilities**

To reflect those qualities of care, love and compassion for each other

To uphold the key principle of equality – that all are God made, God given and are equally loved and entitled to a happy, safe school where behaviour is good and the dignity of all is upheld

To develop and appreciation and understanding of why good behaviour and good manners are so important in any setting and any situation

To work to the best of their abilities and allow others to do the same.

To appreciate that there are consequences for poor behaviour and that behaviour at every level affects those around us

To treat all other members of the school community with kindness and respect.

To follow the instructions of all school staff including lunchtime supervisors, supply teachers and other adults teaching in the school.

To take care of property and the environment in and out of school.

To cooperate with other children and adults.

### **Staff Responsibilities**

To treat all children equally, consistently, fairly and with respect.

To recognise the principle of “getting things in proportion” so that any action taken is appropriate in respect of the nature of the offense committed.

To never fail to “love the child”. If a child does wrong – it is the behaviour we do not like – not the child!

To enable a child to learn from any mistakes they make in their conduct

To ensure reconciliation is afforded and that nothing is ever personalised

To develop and raise children’s self-esteem and develop and extend their potential.

To provide a challenging, interesting and relevant curriculum.

To create a safe and welcoming environment, physically and emotionally.

To use rules, rewards and sanctions clearly and consistently.

To be a good role model.

To work with parents so that all children can see that the key adults in their lives share a common aim.

To recognise that each child is unique and to be aware of their individual needs.

## **Parents' Responsibilities**

To make children aware of appropriate behaviour in all situations.

To role model good behaviour for their child

To promote and foster healthy minds and attitudes, avoiding comments and behaviours that might instil negative thinking about other people – especially in matters of race, gender and religion

To encourage independence and self-discipline.

To be a good role model.

To show an interest in all that their child does in school.

To work with the school staff so that all children can see that the key adults in their lives share a common aim.

To support and reinforce the school's policy on behaviour.

To praise and reward good behaviour and effort.

## **St Bernadette's Virtues**

At St Bernadette's, our Virtues to live by are based on mutual respect and are a key part of our Behaviour policy and practice within school. We aim to create a positive and caring atmosphere within school life and try to do this 'together' in line with our Mission Statement. The ethos of the Mission Statement is determined by the relationships within school. We aim to foster positive and caring relationships between staff, pupils and the wider community by how we treat each other.

Our Virtues are displayed around school and are shared with each class on a regular basis. We celebrate and live out our Virtues within school Collective Worship and Assemblies and these values permeate all that we do in school. Children who live out the chosen Virtue for the week are chosen to be 'Mission Disciples' and are awarded with a Leaf to add to the Virtues Tree. All members of the St Bernadette's family know the standards of behaviour that are expected and how to live these values out each day.

## **School rules**

### ***At St Bernadette's I will:***

Always follow instructions from adults;

Look after other people and respect their views;

Speak politely to everyone;

Play sensibly and take turns;

Keep our school tidy and look after school property;

Always do my best.

# **Positive Encouragement**

## **Whole School**

### ***The House System***

A house system operates throughout school.

Children are members of one of four houses: St. Matthew, St. Mark, St. Luke or St. John.

Children will be allocated a house on admission to school to achieve an equal blend of opportunity and ability.

House points are awarded to individual children for outstanding behaviour, acts of kindness, perseverance when faced with a challenge and for showing a positive attitude towards school.

The house point system is a positive rewards approach. Therefore, no house points will be deducted.

Year 6 House Captains will be appointed after an application and interview process. They will be responsible for collecting house points from each class every week and recording them.

Each half term the winning house will be presented with the house point trophy at Friday assembly.

House points will be recorded in class each week and will be counted up by House Captains at the end of the week.

House Point rewards will be given to the winning house at the end of each half term. These may include:

Non-uniform day  
Film afternoon  
Other treats

### **Attendance Award**

Attendance is important – as is punctuality. Each week, attendance will be monitored and the class with the best attendance will be presented with a trophy. In addition, at the end of each term, children with attendance at or above 99% will receive a headteacher's award certificate. This will also be given where attendance has been significantly improved. For children who have 100% Attendance all week, a text is sent home to recognise this each week.

### **Learner of the Week**

Children who have made a big effort in their learning, tried hard, excelled, overcome a hurdle, really had a go etc. are recognised and celebrated through the Learner of the week award – with children being selected from each class. Their photos are displayed in school on a Noticeboard and on the school Twitter page.

### **Headteacher/Deputy Headteacher Awards**

Sometimes a child may do something which deserves immediate recognition and reward. This may be for a great many reasons from an act of kindness, achieving something, doing something special etc. Teachers may refer a child immediately to the Head or Deputy Head for a sticker or certificate. The Deputy Headteacher and Headteacher also send out certificates home for when they recognise good behaviour or a child that follows the Golden Values.

## **Class Focused**

There are a number of positive measures, systems and rewards in place to encourage and acknowledge or reward good behaviour at individual class level. Every teacher has their own special way of rewarding and acknowledging or encouraging good behaviour. Examples of these include:

- Team points (class)
- Class DoJo
- Golden / Raffle Tickets
- Table Stars / Points
- Class Treats
- Learner of the week
- Table Cushions
- Stickers and certificates
- Verbal Praise
- Visits to other staff
- Note home to parents
- Celebration of work to SLT

## **Pastoral Care & Support**

Pastoral care is of great importance at St Bernadette's. We always look to assist those children who need additional help in order to modify/improve their behaviour and self-esteem. A deterioration in a child's behaviour can be as a result of many factors and we may seek specialist external advice to assist us when dealing with this. We work closely with these external agencies in order to implement a variety of approaches to improve this. We also have a number of staff trained to provide dedicated and expert interventions. The Key people for Pastoral support in school are Mrs H Birkett-Rothwell (SENCO) and Mrs C Holt (Well-being and Learning Support lead). Pastoral support examples include:

Buddy system  
Circle of Friends  
Circle Time  
Anger Management  
Rainbows  
Mindfulness  
Worry Box facility

However, where poor behaviour occurs, we also want any child to learn from the mistake they have made in behaving inappropriately. Sometimes, a type of behaviour can have negative consequences for another child (or adult) – such as when something nasty has been said or when a child had deliberately hurt another. There will be some occasions, therefore, whereby a supportive action to help the “offender” is to get them to reflect on the consequences of their actions and to work with an adult in doing so. It may require this and not simply a “sanction”. At the end of this policy, in appendix B, an “Actions & Consequences” form can be seen which is to be used when or if necessary.

Where poor behaviour is repeated, simply using “the same old sanctions” may not be a suitable course of actions. It is likely if poor behaviour is regularly displayed by an individual, then it would

already have been referred to a senior member of staff. However, if it is judged to be a suitable course of action, a child reflecting regular poor behaviour may be placed on a behaviour Support Plan (Appendix C). This is in addition to any other possible actions taken.

## **Discipline**

Sometimes, in any school, behaviour may occur which is neither good nor acceptable. It is out of love and care that adults want to address this. The easy option and also the poor option is to tolerate or ignore poor behaviour. This is something we will not do. However, in dealing with unacceptable behaviour, we acknowledge that any actions should be:

- as consistent as possible across staff and school
- be proportionate – the “punishment” should fit the “crime” by way of simplified explanation
- Be fair
- Should be effective in discouraging poor behaviour and or enabling the person misbehaving to learn that there are unfortunately consequences for poor behaviour – as there are in adult life also.

The majority of incidents will be dealt with by the class teacher whose responsibility it is to deal with such matters. However, all adults who have a teaching, support or supervision role in this school have the delegated authority of the Headteacher to deal with poor behaviour at the appropriate level – but with reference to the staged approach adopted by this policy and outlined here in Appendix A

## **Sanctions at St Bernadette's**

**These are used for general classroom and in and around school behaviour:**

### **Stage 1**

- If a child is misbehaving in class, (i.e. not listening, distracting others, off task etc.) they will then be issued with a verbal warning.

### **Stage 2**

- If a child is continuing with the disruptive behaviour, they will then be issued with a second verbal warning. This lets the child know that they will miss some of their playtime, if they have to be spoken to again.

### **Stage 3**

- If there is another incident with the same child, a withdrawal of some or all of playtime/dinnertime will now be given. The length of this will be determined by the staff member using their professional judgment. The child should stay in an appropriate place during this time.

### **Stage 4**

- Repeated breaking of stages 1, 2 and 3, will result in an extended timeout from playtimes and the child will be sent to the relevant Key Stage leader depending on which Key Stage they are in. A child may also be sent to the Assistant Head teacher or Deputy Head teacher

at this stage depending on the circumstances. Parents will be informed via the Home School Journal, where a note will be sent home from the class teacher. A child may also complete an Actions and Consequences Reflection sheet (Appendix B) At this point parents may or may not be invited into school to discuss the issue depending on the severity. **This behaviour should be recorded on CPOMs.**

### **Stage 5**

- Following stage 4, if no improvement is seen in the child's behaviour and if rules continue to be broken, then the child will be sent to the Head teacher and parents will be asked to come into school. An individual behaviour book or Individual Behaviour Plan will then be set up at this point. (Appendix C of the Behaviour Policy). **All meetings with parents at Stage 5 will be recorded on CPOMs.**

If an incident is deemed to be of a serious nature (i.e. kicking, hitting or biting) then Sanctions Stages 1, 2 and 3, will be missed and Sanction Stage 4 or 5 will be enforced immediately.

Violent behaviour will not be tolerated in any circumstance. Violent behaviour towards other children and/or adults will result in the child being sent to the Head teacher and parents will be informed. **(Please refer to the Exclusions Policy.)**

### **Behaviour at Lunchtime**

The behaviour of the children is monitored by the Lunch time supervisors during dinnertime. Children who behave really well, live out our mission statement/Golden Values or go above and beyond for someone else will be praised and this will be fed back to the teacher. Children who live out the Golden Values at dinnertime can be added to the Golden Book or can be nominated for a Deputy Headteacher or Headteacher award.

### **Sanctions at Lunchtime**

Sanctions will be used as and when needed and if appropriate. There will always be a focus on positive reinforcement and praise to ensure behaviour is managed effectively. There are however occasions when behaviour is not appropriate and the following sanctions are in place:

#### **Stage 1**

If a child is misbehaving, (i.e. not listening, playing roughly, being rude etc.) they will then be issued with a verbal warning and spoken to about their behaviour. This should be done in a positive way that allows the child to reflect on their behaviour.

#### **Stage 2**

If a child is continuing with the misbehaving/not listening, they will then be issued with a second verbal warning. This lets the child know that they will have to stand out near a member of staff for a fixed period of time, if they have to be spoken to again.

#### **Stage 3**

If there is another incident with the same child then they will be asked to stand out in a safe place or near an adult for a fixed period of time. Using own discretion, they can then continue to play and should be reminded again about how to behave appropriately.



## **Stage 4**

Repeated breaking of stages 1, 2 and 3, will result in an extended timeout from playtimes and the child will be sent to the class teacher or relevant Key Stage leader depending on which Key Stage they are in. A child may also be sent to the Assistant Head teacher or Deputy Head teacher at this stage depending on the circumstances. Parents will be informed via the Home School Journal, where a note will be sent home from the class teacher. A child may also complete an Actions and Consequences Reflection sheet (Appendix B) **This behaviour should be recorded on CPOMs.**

## **Stage 5**

Following stage 4, if no improvement is seen in the child's behaviour and if rules continue to be broken, then the Headteacher/Deputy Headteacher needs to be informed and parents will be asked to come into school.

If an incident is deemed to be of a serious nature (i.e. kicking, hitting or biting) then Sanctions Stages 1, 2 and 3, will be missed and Sanction Stage 4 or 5 will be enforced immediately and a senior member of staff or the Headteacher should be informed.

## **Team Teach**

- Team Teach is a behaviour management system accredited by ICM – The Institute of Conflict Management.
- Specific Staff have been trained in the Team Teach approach. They have been trained to understand why a behaviour may occur and to teach alternative behaviours. The majority of Team Teach techniques do not involve any form of physical contact with the pupil. However, in some circumstances, it is necessary for staff to use an appropriate level of physical intervention to keep children, adults and property safe and to restore good order (as outlined in the DfE document - Use of reasonable force – Advice for Headteachers, staff and governing bodies-see Appendix D).
- A physical intervention is always regarded as a last resort, for the minimum amount of time, and used only when there is no safer alternative as set out in The DfE document Behaviour and Discipline in Schools – January 2016
- Use of physical restraint must be reasonable, proportionate and necessary. All Team Teach holds used must be carried out in a gradual and graded way.
- Only Staff who are fully trained in Team Teach strategies are allowed to implement any form of Team Teach “hold”. As part of their Team Teach training staff are taught that experiences lead to feelings which can lead to behaviours. This is a vital part of the process to help and support children before they reach crisis point.
- De-escalation of behaviour will always be the primary aim for staff, to find a way of decreasing anxiety, upset and discomfort. 95% of all behaviour management is de-escalation – staff will always look to find active strategies that address the problem e.g. let a child put ear defenders on, encourage communication, offer alternatives, use rewards and positive praise.
- All use of physical interventions must be planned and included in an individual behaviour/positive handling plan (IBP). Physical interventions may be used once in a emergency response to unforeseen events but must always be followed up by the

writing/amendment of an individual behaviour/positive handling plan as the risk of the behaviour is then known and must be planned for.

Policy Adopted On:

20<sup>th</sup> November 2017

Reviewed – September 2024

**To be reviewed – September 2026**

## **Appendix A:**

## **Behaviours & Stages**

### **BEHAVIOUR (EXAMPLES/Types)**

#### **Level 1 Examples**

Not listening  
Ignoring verbal instruction  
Making inappropriate noise level  
Not queuing with manners in lunch line  
Pushing in

#### **Level 2 Examples**

Rough or over boisterous play  
Shouting across tables  
Running inside  
Talking over an adult  
Poor table manners  
Making a mess

#### **Level 3 Examples**

Refusing instruction of an adult  
Preventing a child from playing or taking part  
Deliberately spoiling a game  
Vulgar manners  
Breaking trust – silliness in – say – the toilet  
Entering the building without permission – being unsupervised

#### **Level 4 Examples**

Ignoring agreed rules  
Threatening another child  
Being rude to an adult  
Hurting another as a result of silliness or aggressive play  
Damage as a consequence of misbehaviour  
Bad language/Swearing

#### **Level 5 Examples**

Fighting or deliberately hurting another  
Taking something that is not yours (theft)  
Throwing an object to endanger/hurt  
Racism or other deliberate disrespect or form of Rudeness/hostility to any identified group  
Deliberately placing yourself/ another in danger  
Bullying (not falling out)  
Deliberate vandalism

### **CONSEQUENCES OF BEHAVIOUR**

*Going to the back*  
*Talking with*  
*Waiting until last*  
*Hold back to explain*  
*Consideration to stand out time if repeated*

*Calming down time out*  
*Talking with*  
*Come back and walk again*  
*Change of places*  
*Cleaning own mess up*  
*Standing out time*  
*Consideration to longer stand out*

*Standing out*  
*Loss of playtime*  
*Consideration to additional work set*  
*Consideration to senior teacher referral*  
*Prevention from taking part in a game*  
*Talking too*  
*Reflective writing/thinking*

*Referral a.s.a.p. to senior member of staff*  
*Internal detention – loss of break times*  
*Additional work set*  
*Loss of privileges*  
*Consideration to removal from trips /extra-curricular*  
*Consideration to isolation*  
*Consideration to contacting parents*

*Immediate referral to Headteacher*  
*Parents notified*  
*Internal detention – loss of break times*  
*Additional work set*  
*Loss of privileges*  
*Isolation*  
*Removal from trips /extra-curricular*  
**Exclusion a serious option**

## Appendix B      Actions & Consequences Reflection

**What Was It I Chose To Do?**



**Why Do I Think I Choose To Do This Or To Act In This Way?**



**Who Did This Effect?**



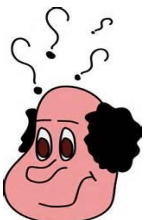
**How Do You Think They Feel?**



**How Has It Made Me Feel?**



**Why Is This Not A Good Situation?**



**How Could I Make Things Better In Future?**



# Appendix C

## Individual Behaviour Plan

**Name:**

**Year Group:**

**D.O.B:**

**Class teacher:**

**Setting:**

**Lead  
Professional:**

**Medical Conditions:**

**Strengths/Praise points/bridge builders:**

**Topography of behaviour (what the child does?):**

**Trigger behaviours (when is such behaviour likely to occur?):**

### **Supportive and intervention strategies**

Verbal advice and support	<input type="checkbox"/>	Distraction (keywords, objects, likes)	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Environmental changes	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Withdrawal	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Time out to calm	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>
		Preferred handling (see PHP)	<input type="checkbox"/>
		Rewards/incentives	<input type="checkbox"/>

#### **Details of interventions:**

#### **Debriefing process following incident:**

#### **Recording (behaviour log//incident report/ communication with parents):**

**Date IBP completed:**

**Review Date:**

## Appendix D

### WHAT IS REASONABLE FORCE?

- Section 93 of the Education and Inspections Act, 2006, states that a member of staff is permitted to use reasonable force in specified circumstances. These are if the pupil was committing any offence, causing personal injury to, or damage to the property of, any person (including the pupil himself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- There is no legal definition of when it is reasonable to use force. That will always depend on the circumstances of the case. Staff should base their judgements on the likely result of not using a physical intervention, whether a non-physical intervention is likely to be successful and the relative risks associated with the physical intervention.
- Team Teach recommend staff ask the following three questions:
  1. How was this intervention in the best interests of the pupil?
  2. Why was it absolutely necessary?
  3. How was it reasonable and proportionate?

Useful websites for further information and advice relating to this policy are:

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/)

[www.standards.dfes.gov.uk/primary/publications/banda/seal/](http://www.standards.dfes.gov.uk/primary/publications/banda/seal/)

[www.team-teach.co.uk](http://www.team-teach.co.uk)

[www.gov.uk/government/behaviour-and-discipline-inschools](http://www.gov.uk/government/behaviour-and-discipline-inschools) Jan 2016

www.education and inspections act 2006