



**ST BERNADETTE'S  
CATHOLIC PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

**DATE: - 10<sup>TH</sup> October 2021**

**SIGNED CHAIR OF GB: - .....**

**DATE OF REVIEW: - Autumn 2022**

**REVIEW FREQUENCY: - Yearly**



St Bernadette's Catholic Primary School

## BEHAVIOUR POLICY

*'Growing Together in Faith, Love and Learning.'*

### Mission Statement

On their journey through our school, children will **GROW TOGETHER**, supported by a school community, to strengthen their **FAITH; LOVE** one another and **LEARN** to achieve excellence in everything they do.

### Values and beliefs

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals.

### Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[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](#).

Growing Together in Faith, Love and Learning...

## Aims

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding and using this policy we support our children in developing a high level of individual and social responsibility.

### The key aims of this document are:

- To create a culture of exceptionally good behaviour where optimal learning takes place.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships, and empathy for others.

### Purpose of this policy

To provide simple, practical procedures for staff and children that:

- Recognise behaviour expectations
- Positively reinforce behaviour expectations
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions.

### Behaviour for Learning

St Bernadette's principles:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines, and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules '**Be Ready, Be Respectful, Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

### **Consistency in practice**

1. Meet and greet children by name each morning.
2. Refer to **Ready, Respectful, Safe** for how we do things at St Bernadette's
3. Consistent positive reinforcement
4. Consistent consequences
5. Model positive behaviours and build relationships
6. Plan lessons that engage, challenge and meet the needs of all children
7. Remain calm
8. Prevent before sanctions
9. Follow up every time
10. Never ignore or walk past children who are behaving badly
11. No names on board.

### **Our School Rules: Ready, Respectful, Safe**

#### **Be Ready**

- We arrive at school on time, every time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We take part fully in lessons and demonstrate good learning behaviours – resilience, curiosity, active listening.

#### **Be Respectful**

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know that we are all equal.
- We look after our school.
- We display good learning behaviours – collaboration, active listening.

#### **Be Safe**

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

## Rewards and Sanctions

### Rewards

St. Bernadette's rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. We praise and reward children for good behaviour in a variety of ways:

Individual Dojo points.  
House points  
Stickers  
Certificates  
Visit to the Headteacher  
Messages home.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. Brownie Badges, Swimming Certificates.

These achievements are celebrated with each Key Stage in the celebration assembly held every week.

### To praise pupils for good behaviour/work/effort

- To celebrate achievements and successes
- To value pupil's views and opinions and be fair and consistent throughout.
- To emphasise importance of being valued as an individual within the group.
- To act as positive role models displaying respect, honesty, trust, courtesy and consistency.

### Sanctions

*In class, playground and before and after school*

Gentle approach, use child's name, child level, eye contact, deliver message

#### **Stage 1.REMINDER:**

I noticed you chose to .... (notice behaviour)

This is a reminder that we need to Be (Ready, Respectful, Safe) You now have the choice to make a better choice

Thank you for listening

*Example –'I notice that you are running. You are breaking our school rule of being safe. Please walk. Thank you.'*

#### **Stage 2.WARNING:**

I noticed you chose to .... (notice behaviour)

This is the second time I have spoken to you.

You need to speak to me for 2 minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to sit in a quiet area.

Do you remember when ..... (model of previous good behaviour)? That is the behaviour I

expect from you today. Think carefully. I know that you can make good choices. Thank you for listening.

*Example – ‘I have noticed that you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you.’*

### **Stage 3. THINKING TIME (in class):**

I noticed you chose to .... (notice behaviour)

You need to: Sit in a quiet area within the class.

I will come and speak to you in (Age appropriate \*).

*\*Reception - one minute time out.*

*\*Year 1 & 2 - two minutes time out.*

*\*KS2 - five minutes time out*

### **Playground and Before and After school club:**

I noticed you chose to .... (notice behaviour)

You need to : Stand with an adult for (age appropriate \*)and discuss the behaviour choices.

### **Stage 4. THINKING TIME (in another classroom):**

I noticed you chose to .... (notice behaviour)

You need to go and work in another class (see below)

I will come and speak to you when you return.

Thank you.

### **Any work missed must be made up at playtime.**

**KS1** (10 mins in another class – work must be sent with the child)

Y1 & Y2 → Reception

Reception → Headteacher’s office.

**KS2** (15 minutes in another class- work must be sent with the child)

Y3 - Y5 → Y6

Y6 → Headteacher’s office.

### **Playground and Before and After school club:**

I noticed you chose to .... (notice behaviour)

You need to : Stand with an adult for ten/fifteen minutes and discuss the behaviour choices.

### **Stage 5. FOLLOW UP, REPAIR AND RESTORE:**

If unacceptable/ disruptive behaviour continues, the behaviour will be dealt with by the Headteacher.

- Time out working away from class for allocated period of time.
- Child to complete a Reflection sheet and discussed with an adult. (if appropriate)

- Meeting with parent arranged and recorded.
- Possible use of timetable to monitor behaviour/ individual behaviour.
- Targets.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a KS1 or KS2 reflection sheet. This will be kept on file along with the incident record sheet. If appropriate, consequences may also involve making reparation for the unacceptable behaviour during playtime, e.g. writing a letter of apology.

Extremely unacceptable behaviour (physical/verbal/racist/homophobic) will be reported to the Headteacher immediately. A phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class.

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as:

- How did you make other people feel?
- Is there anything you wish you'd done differently?
- What can you do to put it right?
- Is there anything I can help you with, so it doesn't happen again?

Child to complete a reflection sheet.

**REMEMBER IT IS NOT THE SEVERITY OF THE SANCTION, IT'S THE CERTAINTY THAT THIS FOLLOW UP WILL TAKE PLACE THAT IS IMPORTANT.**

### **Bullying**

Bullying in any form is not acceptable within our community. The school recognises that children may abuse their peers physically and emotionally; this will not be tolerated. The school will take this seriously and address it through the same process as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

All adult staff will listen to reports of bullying and thoroughly investigate any incidents. The Headteacher will notify parents of children who have been involved in bullying activities immediately. *(For further details please see school's Anti-Bullying Policy)*

### **Safeguarding**

St. Bernadette's recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant

harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Partnership with Parents**

Our Home School Agreement clearly sets out our expectations for behaviour.

Parents and school staff will work together to reward appropriate behaviour and bring sanctions to bear for inappropriate behaviour.

Clear communication between the school and home is essential for the mutual support and co-operation. Class Dojo message facility which details the behaviour will be used where there is frequent inappropriate behaviour by a child.

### **Exclusion of a Pupil**

At St Bernadette's exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes:

- To act as a consequence of the chosen poor behaviour and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the wellbeing and entitlement of other children and staff in school.

Exclusions may be for either a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusions will only happen in response to a serious breach, or series of breaches of the school's Behaviour Policy or where the alternative forms of behaviour management have been shown to have failed.

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

### **Use of Reasonable Force**

Occasionally situations may arise in which physical restraint may be required. A member of staff, may use such restraint as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of following-

- causing personal injury or damage to property
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

Practical methods to defuse the situation will be considered before restraint is used – keeping calm, offering verbal prompts, guiding, steering or retreat (if appropriate). In a serious incident leading to physical restraint or where physical restraint has been resisted, parents will be informed.



## **Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Confiscation of Personal Items**

- Children should not bring into school any personal items which are not part of their necessary school equipment.
- Children should not wear any jewellery to school including earrings.
- KS2 pupils may wear a simple watch which tells the time.
- No mobile phones should be brought into school unless by prior arrangement.

Any child found to have these items with them in class or on the playground will have them confiscated. All confiscated items will be stored securely and returned at the end of the day. School takes no responsibility for the confiscated items.

## **Misbehaviour outside school Premises**

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by staff.

Schools can impose sanctions when the pupil returns to school or under the lawful control or charge of a member of staff.

All educational visits will include clear statements to parents and pupils about behaviour standards and processes.

## **APPENDIX A**

### **St Bernadette's Catholic Primary School**

#### **Governor's statement of behaviour principles**

Governors are required to make and frequently review, a written statement of general behaviour principles to guide the Head of School in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head of School.

This statement has been adopted by the Governing Body.

The Governors at St Bernadette's Catholic Primary believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Bernadette's Catholic Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Gospel values of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

#### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school
- St Bernadette's Catholic Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use

her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary

- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

# Think Sheet

How will you fix it?

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What should you do instead?

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What went wrong?

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# Behaviour Reflections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reasons for  
my behaviour

Description of my  
behaviour

Consequences of  
my behaviour

How do I feel?

How has my behaviour  
affected others?

Other consequence(s)

Plan for improvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pupil



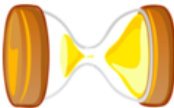


Parent

Teacher

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St. Bernadette's Behaviour Consequences	
Stage 1	 <p>A <b>reminder</b> of the expected behaviour.</p>
Stage 2	 <p>A <b>warning</b> that you are breaking the school rules</p>
Stage 3	 <p><b>Thinking Time</b> in your own classroom.</p>
Stage 4	 <p><b>Thinking Time</b> in another classroom. Missed playtime to make up the lost time.</p>
Stage 5	 <p><b>Sent to Headteacher.</b> Name recorded in behaviour log and parents informed.</p>