

**St Bernadette's Catholic Primary School**  
**Behaviour Policy**

**MISSION STATEMENT:**

At St. Bernadette's Catholic School you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

**Rationale**

We expect good behaviour from every pupil in our school. We recognise that our role goes beyond the prevention of poor behaviour and maintaining order. We have a responsibility to promote personal development in the individual and every teacher and member of staff contributes to this.

Our Catholic ethos promotes positive relationships based on respect; pupils are helped to make moral choices about their behaviour and their contribution to the school community.

Each adult must ensure that they are positive role models to the young people that they interact with in the course of their work. When we reprimand, we criticise the act and not the person. Our approach to discipline is preventative and corrective but essentially supportive.

The climate in our classroom is one of mutual respect, encouraging pupils to take responsibility for their own responses to our clearly stated actions. We advocate the encouragement of pupils to exhibit good conduct rather than to rely upon sanctions but in certain circumstances sanctions are considered necessary.

**Aims**

The aims of this behaviour policy should be:

- To promote self-discipline
- To raise self esteem
- To promote consideration and respect for others
- To value achievement and show appreciation of good behaviour.
- To give pupils, staff and parents a shared sense of direction and common purpose.

**Our behaviour code**

Our behaviour code is based on Christian values. We expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Classroom behaviour is based on simple rules that the children can understand and have confidence in. This code is based on a number of simple rules that relate to all aspects of school life.

Here follow the 5 positive behaviour statements that are displayed in each class and around the school.

- We always show respect and courtesy to others and their property.
- We always show respect to the efforts of others.
- We always speak nicely and play nicely.
- We are always sensible when moving around the school.
- We will always seek help if we have a problem.

### **Encouraging good behaviour at St Bernadette's School**

At St. Bernadette's School a tool for behaviour management is the Framework for Intervention that has the following as its underlying philosophy:

'Children's behaviour is central to the learning process  
and is an intrinsic element of education.'

Rather than continually directing children, staff should make a point of increasing the frequency at which they acknowledge appropriate behaviour and express approval. This should be done by clearly referring to the rules displayed.

### **Rewards**

Reward systems exist in school that help to support the teacher's encouragement in class. The behaviour system in our school encourages children to be take responsibility for their own behaviour and therefore be rewarded for it. We are very careful to make a distinction between rewarding good work and good behaviour.

### **Foundation Stage**

Teachers will give stickers and certificates to children when good behaviour and attitude is displayed. Stamps and stickers are used in books to reward good work. Displays are evident where a star pupil is displayed for their peers to see.

### **Key Stage One and Two**

In the Autumn term, children are awarded stickers for good behaviour for display in their classroom. Children will be provided with a behaviour certificate if they have received the desired amount of stickers (this is at teacher discretion but should be at least 80% or more) at Christmas time.

In the Spring term, children with consistent good behaviour will be awarded a sticker per week for their individual badge. When their badge is completed they then receive their badge at a special awards assembly when parents are invited to view the presentation.

Those who do not achieve certificates at the end of the Autumn term, can attempt to do so in Spring term and so on. Children who do not receive their badge in the Spring term can achieve this in the Summer term.

The badges in Key Stage 2 given out by the end of Spring term of each year if the child demonstrates the desired behaviour are:

Year 3 -	Bronze
Year 4 -	Silver
Year 5 -	Gold
Year 6 -	Totally Trusted

Children are able to progress on to the next badge even if the previous one has not been gained. Children receive a badge if they have achieved a set number of stars in the term (for example in a 15 week term it may be 12 times). Once the children have received a badge it is acknowledged that they are able to display expected behaviour.

The class teacher will speak to children who are not achieving the standard positively in an attempt to help them get back on track. Children not attaining the standard to receive a certificate/star will be given another chance to get it during the next term and so on but the process will not roll into a new academic year.

A decision as to whether the child reaches the standard is left to teacher discretion.

Certificate and badge rewards are recorded by the class teachers on provision mapping and reported to parents at the end of year via end of year reports. Parents are invited to witness the badge ceremony in the Spring term.

It is recognised that behaviour, as with any other subject, needs to be taught. Those children that are unable to demonstrate positive behaviour are often lacking the skills to do so.

### **Stationery Stickers**

Stationery Stickers are awarded by class teachers and TAs and stuck on to a specific stationery card in Key Stage One and in children's home school communication booklet in KS2. A teacher's signature may be used instead of a sticker. Stationery stickers can be exchanged for rewards. The rewards have been purchased after discussion with the school council. The rewards are:

15 stickers	bronze certificate
20 stickers	pencil
30 stickers	bouncy ball or Dome Popper or Glider
40 stickers	ruler and sharpener or rubber
50 stickers	silver certificate
70 stickers	memo pad or magic slate
80 stickers	gold certificate
100 stickers	pencil case with coloured pencils

### **Head teacher Certificate**

Each week, class teachers are asked to nominate a child for the Head teacher's certificate. The child will be unaware that they have earned this award until a certificate arrives at their home, in the post. The certificate informs parents of the excellent behaviour that their child has been displaying in school.

### **Curriculum**

The school has in place a variety of techniques that are vital in assisting teacher's behaviour management. The curriculum incorporates PSHCE, RSE and Citizenship which are paramount in the teaching of good behaviour.

Year band and Key Stage assemblies may be used reinforce any issues as they arise.

### **Sanctions**

Schools that put too much faith in punishments to deter bad behaviour are likely to be disappointed. This however does not mean that punishments are not necessary.

Sanctions used in school need to be simple and clear. Sanctions must not be humiliating or degrading. Neither should they put time constraints on teacher's time. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of pupil's property; and detention. Our Head teacher can also decide to suspend or permanently exclude a pupil (see Exclusion Policy).

School staff can search pupils with their consent for any item which is banned by the school rules. The Head teacher and staff authorised by the head teacher (SMT) have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Please refer to the Care and Control Policy for further guidance.

### **Allegations of abuse against staff**

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is subject to the allegation. Please refer to the Safeguarding Policy for further guidance.

If a pupil makes a malicious accusation against a member of staff then the Head teacher will record and investigate the matter and will refer to the sanction section of this policy or the Exclusion Policy.

### **Exclusion**

The head teacher decides whether to exclude a pupil for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole community. Please refer to Exclusions Policy for further guidance. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel. School is under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

### **Classroom behaviour.**

It is the behaviour, which is to be labelled, and not the child.

#### **Procedure for dealing with disruptive pupils in classroom situations.**

Make sure that the children are clear of these procedures and what is the next stage. It is always their decision to make in any given situation.

1. Child is to be warned of any misbehaviour that the teacher finds undesirable. This should be done by reminding the child of the rules that should be followed.
2. Child is to be isolated within class, preferably at a table where there are no distractions.

It is very important that the teacher gives priority to the education of the other children in the class and is not drawn into a conflict or argument with the child demonstrating the undesirable behaviour.

3. Child is asked to leave the room and visit a nominated teacher within the year band.

If this sanction happens the new teacher will feed back to the class teacher on behaviour and the standard of work which the child produces. It is imperative that the child does not miss out educationally if they are removed from their classroom.

4. A sanction that the teacher may wish to use is to ask the child to stay in for a break or lunchtime. If this happens a note should appear in the child's diary to inform parents.
5. If behaviour persists on the third removal to the same year band, the child has to be taken/sent to the Key Stage Coordinator.

6. The Key Stage Coordinator will see the same child for a maximum of three occasions in any one term, then any occasion after the third occasion the child will be sent directly to the Behaviour Co-ordinator, Deputy or Head.
7. If the Behaviour Co-ordinator is informed then a programme of intervention would be introduced to support both teacher and child. At this stage (if not before) parents will be telephoned.
8. Procedures can be initiated at any time at the request of a class teacher/ Key stage Coordinator/ Behaviour Co-ordinator / and SMT member without having to follow the above steps.

### **Playground behaviour.**

Children who demonstrate undesirable behaviours in the playground are to be sent by Mrs Greer (Head Lunchtime Supervisor) or to the teacher on 'time out' duty. This teacher will decide if the child needs 'time out' from their friends on the playground or to visit the behaviour room. If a child attends the behaviour room then their name will be recorded in the Lunchtime Behaviour Book and a note/ text sent home to their parents. If a child appears in the incident book three times then the Behaviour Co-ordinator is to be informed and the child's behaviour will be monitored closely by the Behaviour Co-ordinator and class teacher.

### **Playtime and lunchtime procedures.**

Children will seek the permission of the dinner supervisors if they need the toilet or to re-enter the building.

Children that have been identified with difficulties in 'anger management' or 'social interaction' will be given the opportunity to 'take a break' at lunchtimes to calm down or distance themselves from problems.

### **Pupils' conduct outside the school gates - teachers powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

A teacher may discipline a pupil using the sanctions outlined for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Record Keeping**

Incidents, both of a positive and negative nature should be recorded by the teacher in the pupil's reading diary. This may be done in conjunction with the teacher discussing the incident with parents or whomever collects the child at the end of the day.

Afternoon teachers should record any positive or negative incidents in the class behaviour book to inform the class teacher of the lesson incidents. Each class has an individual class behaviour book which transfers with the class as they proceed throughout the school.

Children should be sent to the Behaviour Room at lunchtimes with the incident reported in the child's reading record. We would expect parents to sign that they have seen this comment and for pupils to show their class teachers that it has been signed, the following morning.

Each incident that a child is required to spend a whole or part of lunchtime in the Behaviour Room, is recorded in the Lunchtime Behaviour Book. The Lunchtime Behaviour Book is monitored each week by the Behaviour Coordinator. The Behaviour Coordinator records the incidents on the computer system and analyses patterns or repeated incidents which can then be discussed with the child and or class teacher. Class teachers should, with year band colleagues, monitor the incidents in their own behaviour book and on the system and discuss incidents regularly (at least half termly). If a parent is seen by either a member of the senior management team, teacher or a letter is sent home regarding behaviour, this too should be recorded on the system.

Children who have an IBP, are showing patterns of repeated rule breaking or have acted in a particularly dangerous fashion will be asked to complete a Pupil Self Review Sheet (KS1 may need a scribe for this). This sheet allows the child to evaluate what they did wrong, how other's felt, what they should have done and what they can do in the future. The sheets also allow staff to record incident details, if appropriate. These sheets should be returned to the Behaviour Co-ordinator (to be included with IBPs) or in the Self Review folder.

At regular intervals (at least half termly), staff will be asked to identify any children (by referring to the records in place) whose behaviour is impacting on their own or others school performance or enjoyment and letters will be sent home or meetings arranged to discuss these issues with parents.

## **The role of the Framework for Intervention.**

The framework for intervention offers us a three level approach to dealing with any undesirable behaviours.

- It provides a structure for working with behaviour problems
- A preventative approach designed to ensure early action
- Full involvement of the person raising concern

The frameworks general principles are as follows:

1. That children's behaviour is central to the learning process and is an intrinsic element of education.
2. Problems in behaviour in educational settings are usually the product of a complex interaction between the individual, the family, school and wider society.
3. Social interaction based on mutual respect is a fundamental basis of an optimal educational environment.

## **Role of Parents.**

Parents are recognised as playing a very important role in the support of positive behaviour in the school.

Parents are initially expected to sign the Home School agreement which guarantees them to ensure their child upholds a certain level of expected behaviour. The Home School Agreement outlines the responsibilities of the parent and the school.

Parents are expected to regularly look at their child's reading record and check for notes home from teachers in school. If they do receive communication in this fashion that school would expect them to sign it, in acknowledgement of receipt.

If a pupil is not well behaved in school, class teachers should in the first instance inform the parents of the incidents, either via their reading record or in person. If the behaviours continue then a behaviour record book will be issued to the child. Teachers will record incidents (both positive and negative) in the book and parents are expected to sign nightly to acknowledge receipt of the information. If the behaviours still continue then the Behaviour Co-ordinator will discuss with class teachers the need for an IBP. Regular meeting between parents, the Class teacher and Behaviour Co-ordinator are encouraged as progress is constantly tracked. Parents are also involved if the child demonstrates no improvement in behaviour or if a serious incident takes place and the pupil is directed to the deputy head or head teacher.

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



**Please also refer to:**

- Exclusions Policy
- Inclusion Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Care and Control Policy

Reviewed Summer 2019

**This policy is created and reviewed in consultation with the head teacher, school staff, parents and pupils and is available on the school's website.**