



## **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 create a harmonious environment to learn and work in ; we believe it is the duty of every member of staff in school to contribute to achieving 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, developing learning behaviours and 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 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.
- To promote self-discipline and self-regulation.
- To raise self esteem

### **Our Behaviour Expectations and Values**

Our behaviour expectations are 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 and reflected in their own conduct. Classroom behaviour is based on simple expectations and values that the children can understand and have confidence in and which relate to all aspects of school life.

Here follow the 8 positive behaviour statements that are displayed around the school and prominently in classrooms.

- We will always remember that we are all part of the St Bernadette's family.
- We will always show respect and celebrate the effort of others.
- We always solve our differences with love and kindness.
- We will always respect our school environment, making sure it is clean and tidy.
- We will always speak kindly and play considerately with others.
- We are always quiet and calm when moving around our school.
- We always show good manners to everyone we meet in school.
- We will always try our best in our work and never give up even when it is difficult.

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

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**

The behaviour system in our school encourages children to 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.

### **Whole School - Behaviour Stars & Badges**

In the Autumn term, children are asked to reflect on their behaviour in line with our expectations and values each Friday (for younger children teachers will make this decision). If they (or their teacher) feel they have managed to promote these in their daily behaviour, they are awarded with a star sticker which is displayed in their classroom. Their communication diaries are also stamped so they can share it with their parents. Children will be awarded with a behaviour certificate in a special assembly if they have received the desired amount of stickers (12 or more) at the end of Autumn term.

In the Spring term, children with sustained good behaviour will continue to be awarded with a sticker each week. If by the end of Spring term, they have continued to achieve the required number of stickers, they will then be presented with their year band badge at a

special awards assembly, which parents are invited to attend. Those children 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 continue to collect behaviour stickers so that they can achieve it later in the Summer term.

The following badges are awarded by the end of Spring term of each year if children demonstrate the desired behaviour:

EYFS }  
Year 1 } Round Behaviour Badge  
Year 2 }  
Year 3 - Bronze Star  
Year 4 - Silver Star  
Year 5 - Gold Star  
Year 6 - Totally Trusted Shield

Children are able to progress on to the next badge in then following academic year even if the previous one has not been gained. 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. Parents will be kept fully aware of the children's progress towards their behaviour badge through communication diaries

### Track-it Lights

On a daily basis, we use the interactive Track- it Lights digital behaviour programme, which is displayed on the IWB in each class and can be used on portable tablets when outside of the classroom. When demonstrating positive behaviour which is linked to our expectations and values, children are rewarded with green track-it lights. Each day the screen is refreshed so that every child begins on zero but their points will accumulate throughout the week and term. Once certain thresholds of points have been achieved, children can trade them for stationery items at different points throughout the year. These have been selected by our pupils and include:

30 points	flexi pencil
40 points	novelty rubber
50 points	bouncy ball/dome popper
70 points	slap band bracelet/scratch book mark
80 points	pencil case
100 points	puzzle cube

### Behaviour Ambassador of the Week.

Each week a child from each class will be chosen to be Behaviour Ambassador of the Week. This will be a child who has been a fantastic role model in demonstrating our behaviour expectations and values for that week. The child will primarily be chosen by their class teacher or could be nominated by any other member of staff or even one of

their peers. This child will be awarded with their Behaviour Ambassador Sticker in their weekly assembly and it will be shared with parents via Twitter.

Head teacher Certificate

Each week, class teachers are asked to nominate a child for the Head teacher’s Star of the Week 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 effort that their child has been displaying in school. This is also published in the fortnightly school newsletter.

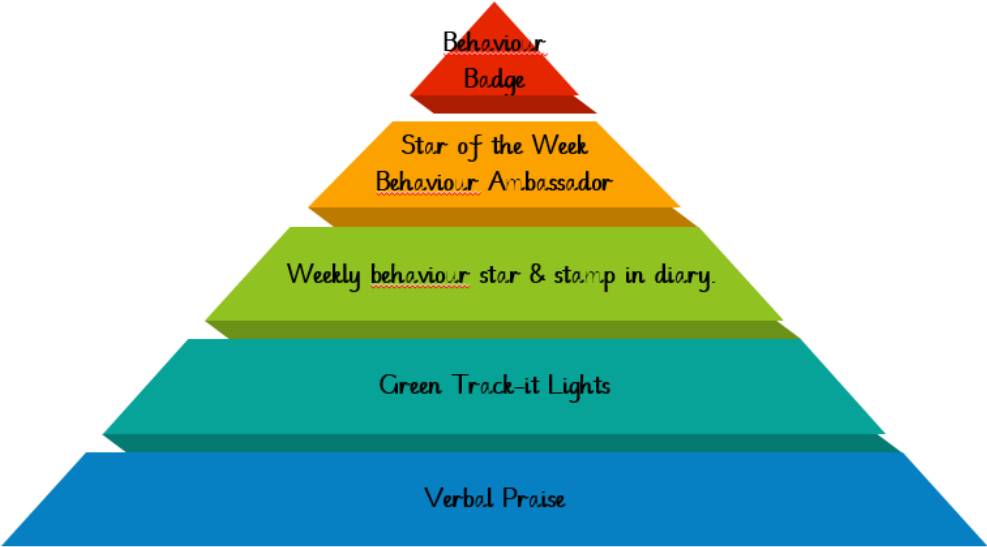
Curriculum

The school has in place a variety of techniques that are vital in assisting teacher’s behaviour management. The curriculum incorporates PSHCE, RSE and our mental health programme, My Happy Minds, which are paramount in the teaching of good behaviour.

Year band and Key Stage assemblies are also regularly used to reinforce our behaviour expectations and values and to address any issues as they arise.

Our Behaviour Pyramid

The following pyramid outlines the rewards scale and is displayed in all teaching areas and shared with children and parents.



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.

### Track-it Lights

As well as being a rewards programme, the Track-it lights programme allows teachers to record unacceptable behaviour on the IWB.

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.

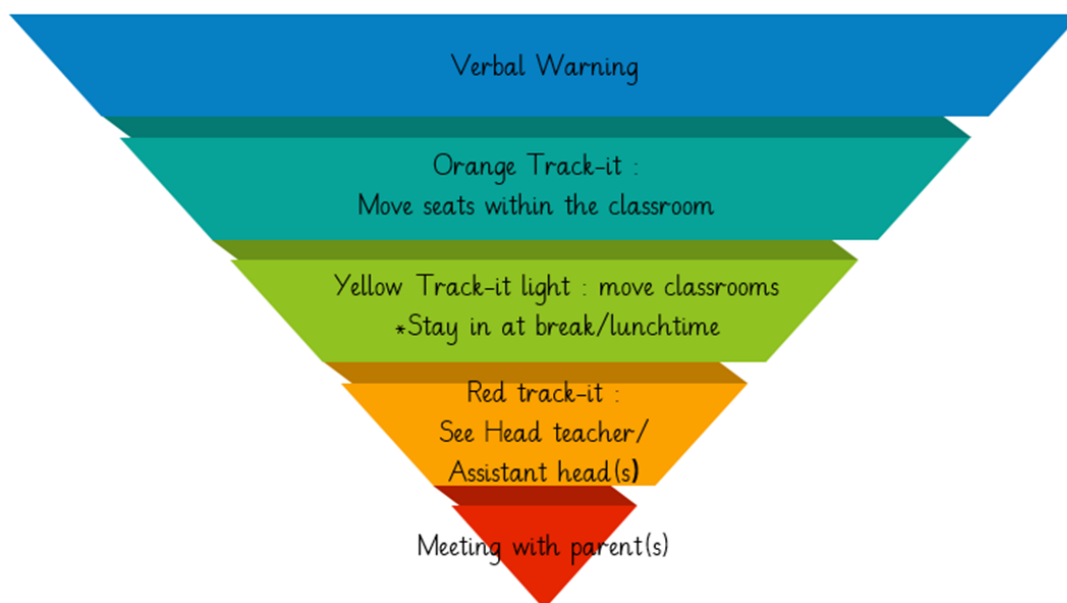
Staff will follow the agreed sanction process in order to try to minimise misbehaviour as listed below :

- A verbal warning will always be given in the first instance, reminding the children of the expected behaviour and directing them to our values as displayed on the classroom walls.
- If the misbehaviour persists, the child is to be moved/isolated within class, preferably at a table where there are no distractions - an orange Track-it light is sanctioned.
- If after the orange Track-it, the child continues to behave in an unacceptable way, they are asked to leave the room and visit a nominated teacher within the year band – a yellow Track-it is sanctioned.
- If a child has been issued with a yellow Track-it, the teacher may wish to ask the child to stay in for a break or go to the Behaviour room at lunchtime. If this happens, a note should be recorded in the child's communication diary to inform parents.  
**Children should not be sent to the Behaviour Room at lunchtime unless the teacher has taken the steps listed above first.**
- If a child's behaviour is deemed as extremely serious or dangerous, the teacher may choose to sanction the child immediately with a red track-it light. The Head teacher and/or Assistant Head teachers will be alerted via email of this and will speak to the child in question. Automatic detention will be sanctioned at this point and parents will be informed.
- If the teacher is struggling to de-escalate the child's behaviour and it is having a significant impact on their teaching and the learning of other children, they may need to use a red card – another pupil in the class may be sent to alert a member of SLT to come to assist with the situation.

It is important to make sure that the children are clear of these procedures and what is the next stage.

### Our Behaviour Pyramid

The following pyramid outlines the sanctions scale and is displayed in all teaching areas and shared with children and parents



### **Playground behaviour.**

Children who demonstrate undesirable behaviours in the playground are to be sent by Mrs Greer (Head Lunchtime Supervisor). It will be decided if the child needs 'time out' from their friends on the playground or to visit the Behaviour Room. If a child attends this room, then their name will be recorded in the Lunchtime Behaviour Book and a text sent home to their parents. If a child appears in the incident book three times, then the Assistant Head teacher(s) is to be informed and the child's behaviour will be monitored closely by themselves and the 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.

### **Persistent Unacceptable Behaviour**

If a child persistently demonstrates unacceptable behaviour once all of these steps have been taken, 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 this nightly to acknowledge receipt of the information.

If the behaviours still continue then the Head/Assistant Head teacher(s) will discuss with class teacher and SENDCo the need for an IBP. Regular meeting between parents, the class teacher and Head/Assistant head teacher(s) are encouraged as progress is constantly tracked.

## **Extreme Behaviours**

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, detention or temporary exclusion.

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 (SLT) 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.

## **After School Detention**

For more serious incidents or persistent negative behaviour, the Head/Assistant Head teacher(s) may sanction an afternoon detention. In this instance, parents will be notified 24 hours in advance of the detention.

## **Staff allegations of abuse against a child.**

Allegations of abuse must be taken seriously, but schools should ensure they deal with these 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.

## **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**

- Positive and unacceptable behaviour is recorded through the Track-it lights system. Behaviour can be tracked throughout the year and SLT are alerted to incidents for which a red Track-it is sanctioned. An incident report is also completed.
- Incidents, both of a positive and negative nature can be recorded by the teacher in the pupil's communication 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/cover teachers should report any positive or negative incidents to the class teacher.
  
- 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 and a text is sent home to inform parents.
- The Lunchtime Behaviour Book is monitored each week by the Assistant Head teacher(s). For children who persistently appear in the book, behaviour should be tracked by the Assistant Head teacher(s) and class teacher and an alternative behaviour plan put in place if necessary.
- For those children who have an individual behaviour diary, this should be completed by teachers throughout the day and will be shared with the Assistant Head teacher(s) at the end of each school day. This should also be shared with parents each evening who should sign and discuss this with their child.



## **Role of Parents.**

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

Parents are initially expected to sign the Home School agreement which places responsibility on them to ensure their child upholds a certain level of expected behaviour.

Parents are expected to regularly look at their child's communication diary 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. Parents are expected to sign this nightly to acknowledge receipt of the information and discuss it with their child.

If the negative behaviour still continues, then the Head/Assistant Head teacher(s) and SENDCo will discuss with class teachers the need for an IBP. Regular meetings 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 Head/Assistant head teacher(s).

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 September 2022

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