



St Bernadette's Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

POLICY

Behaviour and Discipline

Updated October 2022 by school staff, pupils and Governing Body

Updated: October 2022
Review date: October 2024

RATIONALE

Staff and pupils of St. Bernadette's Roman Catholic Primary School are encouraged to live and work as a Christian Community in accordance with the Vision and Mission Statement of our school. 'Our mission as a Roman Catholic primary school is to provide a catholic education that puts the Word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.' By achieving our mission, we hope that our community will 'Live the Gospel and when necessary use words.'

AIMS AND EXPECTATIONS

Our primary aim is to provide a holistic environment where pupils feel safe to develop socially, emotionally, physically, spiritually, and academically. We work hard to ensure school provides a calm, purposeful learning environment as a platform to encourage all to foster caring attitudes and celebrate diversity so achievements in all areas are acknowledged. Our aim is that pupils are able to regulate their own behaviour irrespective of audience and setting and that they are able to transfer that behaviour across a range of settings.

EXPECTATIONS OF STAFF

The following expectations have been developed and agreed by all staff at St. Bernadette's

- To be an exemplary role model for pupils and colleagues
- To actively seek and praise positive behaviour
- To raise pupils' self-esteem and develop their full potential
- To provide a challenging and inclusive curriculum
- To create a safe and stimulating environment that supports pupils' learning
- To be proactive, actively seeking to prevent inappropriate behaviour
- Ensure that pupils listen and are listened to and value others
- Help pupils to develop the ability to make choices about their behaviour
- Help pupils understand their rights and responsibilities as citizens in modern Britain
- To reward positive behaviour
- To respect all pupils and treat them fairly by the implementation of consistent expectations and consequences
- Ensure pupils know the class and school expectations
- Record moderate and serious incidents on CPOMS
- To use short-term behaviour logs to track and monitor all incidents of unacceptable behaviour – see Appendix A
- Using professional judgement, inform parents about pupil's welfare or behaviour and, where necessary, work alongside parents

EXPECTATIONS OF STAFF IN EXTRAORDINARY CIRCUMSTANCES OF PANDEMIC

- Promote and engage in latest rules and guidance from government, specific to school premises
- Follow health and safety protocols specific to school premises

EXPECTATIONS OF HEADTEACHER:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.

EXPECTATIONS OF HEADTEACHER IN EXTRAORDINARY CIRCUMSTANCES OF PANDEMIC

- Promote latest rules and guidance from government in relation to the school premises
- Ensure staff are regularly updated by changes in guidance which affect school

EXPECTATIONS OF PUPILS

The following expectations have been developed and agreed by pupils at St. Bernadette's

- To work to the best of their ability, and allow others to do the same
- To treat adults and children with respect and to be aware of the impact of their behaviour on others
- To follow the instructions of the school staff
- To take care of and respect property within the school environment and community
- To follow class expectations and to follow the values of the Jelly Bean poem
- Be aware of their own emotions and actions and take responsibility for these

EXPECTATIONS OF PUPILS IN EXTRAORDINARY CIRCUMSTANCES OF PANDEMIC

- Follow guidance, regarding being safe, in a Covid pandemic whilst on school premises

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

All parents and carers are expected to support the school's Behaviour Policy.

- To support the school in the implementation of this policy
- To make pupils aware of appropriate behaviour and school's expectations
- To support the school when consequences have been used
- To encourage independence and self-discipline
- Promote positive behaviour at home in order to have continuity between home/school

- Speak with the class teacher, if there concerns about the way a pupil has been treated
- To treat members of staff with courtesy and respect in telephone conversations, face to face interactions and in comments on social media platforms
- To treat any member of our school community and visiting member with respect and dignity in telephone conversations, face to face interactions and in comments on social media platforms
- Refrain from aggressive or disrespectful language, inclusive of raised voices or threatening body language, when speaking with a member of the school community. Such responses will not be tolerated and will result in the immediate termination of a telephone conversation or in a face to face meeting. Serious incidents may also result in implied permission being withdrawn for a period of time.

EXPECTATIONS OF PARENT/CARERS/GUARDIANS IN EXTRAORDINARY CIRCUMSTANCES OF PANDEMIC

- To be aware of latest rules and guidance from government at a local level and national level and share this guidance with children

EXPECTATIONS OF THE GOVERNING BODY

As part of the leadership of the school, the Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

EXPECTATIONS OF GOVERNING BODY IN EXTRAORDINARY CIRCUMSTANCES OF PANDEMIC

- Promote latest rules and guidance from government in relation to the school premises

The Head teacher and the Governing Body of the school have a duty of care to all pupils and staff, and the Behaviour Policy takes appropriate account of the health and safety of all pupils and adults in the school. The Headteacher and Governing Body have the responsibility for giving fixed-term exclusion to individual pupils for serious acts of misbehaviour.

POSITIVE REINFORCEMENT/REWARDS

We recognise that it is important to have a consistent whole school approach which promotes, maintains and reinforces high standards of behaviour. We use the following as a list of examples of positive rewards:-

- Verbal and non-verbal praise
- Jelly Bean certificates
- House points
- Showing work to another teacher and to the Headteacher
- Stickers and star charts
- Pupil of the Week Certificates
- Headteacher Award
- Displaying work

NEGATIVE CONSEQUENCES/SANCTIONS

In order to discourage pupils from misbehaving, we believe it is important to teach positive behaviours. Following the mission of our school, staff will encourage pupils to try to resolve disputes themselves and to take responsibility for their own actions. However, we do not tolerate poor behaviour which impacts on the right of other pupils to learn in a safe space.

In **Table 1**, we have listed non-tolerated behaviours and a range of consequences.

Table 1

	Behaviour	Consequence
Low Level	These are examples of low level behaviour; the list is not exhaustive. • Disrespectful behaviour e.g. ignoring others • Poor manners e.g. not responding to others by using words to acknowledge they are being spoken to • Failure to respond to instructions in a timely manner e.g. lining up on the yard • Unnecessary noise which prevents others from learning e.g. repetitive talking and shouting out • Inappropriate behaviour around school e.g. running in corridors, pushing in front of others • Telling lies • Failing to take responsibility for actions which have negatively impacted on others • Unkind and intolerant remarks which could cause harm • Disobedience around COVID guidelines	<i>Any persistence of low level behaviours would move into the moderate level and the pupil will be referred to the Phase Leader</i> These consequences must be dealt with by class teachers and staff members. Strategies may include: • Warning – verbal and non-verbal • Movement on the class chart in accordance with the agreed classroom reward system. Classroom sanctions will be applied • Loss of social time up to a maximum of 15 minutes per break time • Time out • Movement in class • Discussion with parents or carers where necessary; this may be done via a telephone call. • Support or intervention put in place where needed

Moderate Level	Moderate Level behaviour may include; the list is not exhaustive. • Persistent low level behaviour and the pupil is not responding to low level consequences • Disrespecting staff • Refusal to co-operate • Inappropriate language • Damage to school or others' property • Malicious lies • Persistent disobedience around COVID guidelines	<i>Any persistence of moderate level behaviours will be referred to Deputy Headteacher or Assistant Headteacher by the Phase Leader</i> The Phase Leader must be informed of such behaviours and will support where necessary. These consequences must be dealt with by class teachers and staff members. Strategies may include: • Class teacher to contact parents or carers to arrange a meeting to share concerns. • The Phase Leader may begin a behaviour log in consultation with teacher, parent and pupil. The log will include an agreed target with suitable rewards and consequences. It will be reviewed on a weekly basis. This log will usually be maintained for a maximum of four weeks. See Appendix A • Moderate behaviours may be recorded.
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Serious	Serious Level behaviour may include; the list is not exhaustive. • Verbal threats or assaults made to staff or children • Assault towards staff and pupils • Vandalism defined as extreme damage to school property • Stealing of high value items • Use of racial language • Repeated non- compliance over COVID rules	<i>The Headteacher must be informed of all incidents of serious behaviours.</i> Members of the Senior Leadership Team including the Deputy Headteacher and Assistant Headteacher will support where necessary. Strategies may include: • A member of the Senior Leadership Team to contact parents or carers to arrange a meeting to share concerns. • The Senior Leader may create a behaviour log in consultation with teacher, parent and pupil. The log will include agreed targets with suitable rewards and consequences. The log will usually be maintained for a maximum of four weeks and will be reviewed on a weekly basis in consultation with the Headteacher. See Appendix B • Serious behaviours may be recorded • This behaviour cannot be tolerated and may result in a pupil exclusion Every effort will be made to support pupils, families and carers which may include: an Early Help Assessment, Educational Psychology referral, Local Authority support or intervention or multi-agency support.
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Bullying will be dealt with by the Anti- Bullying policy.

RECORDING, MONITORING & EVALUATING

The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and Governing Body.

- The school may keep a record of incidents
- Senior leaders will be notified of logged behaviours.
- All recorded behaviours must record an 'action' and follow up comment.
- Records will be monitored regularly and evaluated. We are a proactive school and where we consider trends of behaviours are occurring we will ensure we provide training, time, opportunities to educate all pupils.

REVIEW

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Appendix A

Behaviour Log

Week Beginning:	
Name:	
Class Teacher:	Phase Leader:

What I do well:
•
•
•

What I need to improve on:
•

Reward:
•

	Start of day until mid-morning	Mid-morning until Lunch	Lunch	Lunch until mid-afternoon	Mid-afternoon until end of day	Parents Signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

End of Week School Comments:
End of Week Parent Comments:

Appendix B

Behaviour Log

Week Beginning:	
Name:	
Senior Leader:	Headteacher:

What I do well:
•
•
•

What I need to improve on:
•

Reward:
•

	Start of day until mid-morning	Mid-morning until Lunch	Lunch	Lunch until mid-afternoon	Mid-afternoon until end of day	Parents Signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

End of Week School Comments:
End of Week Parent Comments: