



# **St Bernadette's Roman 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.*

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## **POLICY**

### **Behaviour and Discipline**

Updated April 2018 by school staff, pupils and Governing Body

Updated: November 2018  
Review date: November 2020

## **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 pupil's self-esteem and develop their full potential
- To provide a challenging and inclusive curriculum
- To create a safe and stimulating environment that supports pupil's 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
- Using professional judgement, inform parents about pupil's welfare or behaviour and, where necessary, work alongside parents

### **THE HEADTEACHER WILL:**

- 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 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 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 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

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
- 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 them 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**

	<b>Behaviour</b>	<b>Consequence</b>
<b>Low Level</b>	<p>These are examples of low level behaviour; the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>● Disrespectful behaviour e.g. ignoring others</li> <li>● Poor manners e.g. not responding to others by using words to acknowledge they are being spoken to</li> <li>● Failure to respond to instructions in a timely manner e.g. lining up on the yard</li> <li>● Unnecessary noise which prevents others from learning e.g. repetitive talking and shouting out</li> <li>● Inappropriate behaviour around school e.g. running in corridors, pushing in front of others</li> <li>● Telling lies</li> <li>● Failing to take responsibility for actions which have negatively impacted on others</li> <li>● Unkind and intolerant remarks which could cause harm</li> </ul>	<p><b><i>Any persistence of low level behaviours would move into the moderate level and pupil could be referred to Key Stage Leader</i></b></p> <p>These consequences must be dealt with by class teachers and staff members. Strategies may include:</p> <ul style="list-style-type: none"> <li>● Warning – verbal and non-verbal</li> <li>● Movement on the class chart in accordance with the agreed classroom reward system. Classroom sanctions will be applied</li> <li>● Loss of social time up to a maximum of 15 minutes per break time</li> <li>● Time out</li> <li>● Movement in class</li> <li>● Discussion with parents or carers where necessary; this may be done via a telephone call.</li> <li>● Support or intervention put in place where needed</li> </ul>
<b>Moderate Level</b>	<p>Moderate Level behaviour may include; the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>● Persistent low level behaviour and the pupil is not responding to low level consequences</li> <li>● Disrespecting staff</li> <li>● Refusal to co-operate</li> <li>● Inappropriate language</li> <li>● Damage to school or others' property</li> <li>● Malicious lies</li> </ul>	<p><b><i>Any persistence of moderate level behaviours will be referred to Deputy Headteacher or Assistant Headteacher</i></b></p> <p>The Key Stage 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:</p> <ul style="list-style-type: none"> <li>● Class teacher to contact parents or carers to arrange a meeting to share concerns.</li> <li>● The Phase Leader may create a behaviour report in consultation with teacher, parent and pupil. The report</li> </ul>

		<p>will include agreed targets with suitable rewards and consequences.</p> <ul style="list-style-type: none"> <li>● Moderate behaviours may be recorded</li> </ul>
<p><b>Serious</b></p>	<p>Serious Level behaviour may include; the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>● Verbal threats or assaults made to staff or children</li> <li>● Assault towards staff and pupils</li> <li>● Vandalism defined as extreme damage to school property</li> <li>● Stealing of high value items</li> <li>● Use of racial language</li> </ul>	<p><b><i>Any serious level behaviours will be referred to Deputy Headteacher or Assistant Headteacher by the Phase Leader.</i></b></p> <p>The Headteacher must be informed of all incidents of serious behaviours. The Senior Leadership Team including the Headteacher, Deputy Headteacher and Assistant Headteacher will support where necessary. Strategies may include:</p> <ul style="list-style-type: none"> <li>● A member of the Senior Leadership Team to contact parents or carers to arrange a meeting to share concerns.</li> <li>● The Senior Leader may create a behaviour report in consultation with teacher, parent and pupil. The report will include agreed targets with suitable rewards and consequences.</li> <li>● Serious behaviours may be recorded</li> <li>● This behaviour cannot be tolerated and may result in a pupil exclusion</li> </ul> <p>Whilst 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.</p>

Bullying will be dealt with with 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.



