

St. Bernard's Catholic Primary School

Behaviour Policy **Reviewed September 2025**

1. STATEMENT OF PRINCIPLES

Together as a family community we aim to shine and achieve. As a community we aim to:
Love and value every individual
Seek to help everyone to be the best that they can be. Keep God at the centre of all that we do.

Central to our aims is our school motto:
"You are precious in my eyes"

Within our Catholic school, each and every person is seen as made in
God's image and loved by him. Jesus taught us to

- Love God
- Love each other

In line with this we aim to

Provide a caring, stimulating and secure environment in which our pupils can learn and grow.

Establish a community where every member is respected and valued.

Enable children to achieve their full potential in all areas of development.

To teach and practice a moral code based upon gospel values that will prepare the children for life in today's society.

Ensure that every child knows that they are loved by God and the school community.

Foster the further development of home/school/parish links.

Create a school environment where everyone is listened to and recognised as a unique individual who has a contribution to make to our school community.

Recognise and promote positive behaviour

Recognise the importance of forgiveness, reconciliation and daily renewal

Be an inclusive and welcoming school that welcomes all pupils including those who are socially, academically, physically or emotionally disadvantaged.

At St. Bernard's, we are very fortunate in having predominantly sensible and well behaved children whose parents are supportive when matters of discipline arise. The atmosphere in our school is welcoming, purposeful and positive. However, all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of the children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community.

2. CONTEXT

This policy should be read in conjunction with the policies listed below:

- Health and Safety
- Safeguarding
- Attendance
- Single equalities

- Teaching and Learning
- Anti- bullying
- Home- school agreement
- Special Educational Needs
- Care and control

This policy complies with section 89 of the Education & Inspection Act 2006

3. CLASSROOM MANAGEMENT

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Well prepared and stimulating lessons generate good behaviour and earn respect.

- Teacher or teaching assistants in class before the class starts.
- Be prepared for the lesson.
- Keep everyone occupied and engaged.
- Extend and motivate pupils.
- Mark all work promptly
- Keep an attractive and tidy learning environment.

4. RULES

At St. Bernard's we set high standards and apply rules consistently. Relationships are vital between everyone at every level. Everyone is precious in God's eyes and should be treated with respect. Children are expected to keep rules appropriate to age and development. Class expectations should be negotiated with the children for clear understanding and ownership. High levels of social behaviour based on respect are encouraged and consistently expected.

5. REWARDS AND SANCTIONS

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school is on reward and praise, which should be given whenever possible for both work, behaviour and attitudes.

All class teachers should operate a stepped approach to sanctions, which allows children to identify the next consequence. Some children may also have an individual behaviour plan detailing alternative rewards and sanctions.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Good behaviour will be promoted and encouraged by

- Verbal praise
- House points,
- Stickers,
- Golden time,
- Star of the week awards,
- Individual class based reward systems.
- Dojos

- Head Teacher stickers
- Special responsibilities/jobs
- Whole class reward systems.

We have a weekly 'Celebration Assembly', with the whole school and parents celebrating the achievements of children.

High expectations will be set. The way staff treat each other should reflect the behaviour policy and mission statement. Assemblies and PSHE lessons will also promote good behaviour.

6. CONSEQUENCES

We employ a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We ensure that each sanction is appropriate for each individual situation.

- Children will be questioned on the appropriateness of their attitude or behaviour.
- Reminded of the rules
- Given a warning if the inappropriate behaviour continues
- If the child does not choose to heed the warning a consequence will be given.

Examples of consequences

- *Name placed on the board*
- *Moved within the classroom*
- *Reduction of golden time*
- *Loss of privileges*
- *Extra work or repeating unsatisfactory work.*
- *Missing break or dinner times*
- *Removed from the classroom/situation-appropriate to age and needs of the child. To be at the judgement of the staff responsible (children will be observed and supported until ready/it's appropriate for them to return.*
- *Time out on the playground- this will be stood at the wall or with an adult*
- *Child to be sent to Nurture Room.*
- *Child to be sent to Head Teacher or Deputy.*
- *Contact with parents/carers to discuss the child's behaviour*
- *Reports*
- *Behaviour Contract*

It is good practice to allow the situation to calm before further investigation of the incident takes place.

Incidents must be reported on CPOMS.

Reports - Report procedure may be started at any time if an incident is a serious incident. Placing a child on report will be the responsibility of the Head Teacher, Deputy Head, Pastoral Lead and Class Teacher if a child is on report 3 times they will then be placed on a behavioural contract.

Behaviour Contract – This includes a formal meeting with parents on a weekly basis, targets being set. Weekly report, inclusion and inclusion room time would also be used.

The use of exclusion

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

1 day fixed exclusion The child is excluded from school for a period of 1day
County and Governors are informed.

3 day fixed exclusion - The child is excluded from school for a period of up to 3 days. County and Governors are informed.

Permanent exclusion If a third fixed term exclusion was necessary, permanent exclusion would be considered in conjunction with County and Governors in line with individual needs (SEN & disability)

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions.

Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Sanctions – conduct outside the school gates.

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At St. Bernard's we will discipline pupils for all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school and will apply sanctions in school.

The Headteacher/teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

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

7. ANTI-BULLYING

Statement of Intent

At St Bernard's we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is, know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

Bullying can be:

- Emotional; being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical; pushing, kicking, hitting, punching or any use of violence
- Racist; racial taunts, graffiti, gestures
- Sexual; unwanted physical contact or sexually abusive comments
- Homophobic; because of, or focussing on the issue of sexuality
- Verbal; name-calling, sarcasm, spreading rumours, teasing
- Cyber; all areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

Bullying is unacceptable and is treated seriously. If we discover acts of bullying, we act to stop any further occurrence of such behaviour. We offer support to the victim and to the child who has been “bullying” to help them to change their behaviour.

Procedures followed for incidents of bullying are held in our Anti bullying policy: a copy of which can be found on our website.

8. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. USE OF REASONABLE FORCE

In our school we do not have a “no contact policy” as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

10. ROLES AND RESPONSIBILITIES

The Role of the Governors

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these

principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Role of the Headteacher

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour in line with the school behaviour policy.

Role of Parents

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance. Parents are expected to support their child's learning and to cooperate with the school as set out in the home school agreement.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education. Parents must ensure that their child attends punctually and regularly. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.

11. SCHOOL SUPPORT SYSTEMS

We recognise that for some children additional or different action may be necessary as a result of special educational need and /or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional, behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and the parents/carers. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include nurture support through the Sunshine room or referral to an outside agency. It may also be appropriate to help other children in school understand what they can do to support this pupil.

12. CONSULTATION, MONITORING AND EVALUATION

The staff and governors monitor the effectiveness of this policy on a regular basis. The school keeps a variety of records concerning incidents of misbehaviour. It is the responsibility of the governors to monitor the rate of fixed term and permanent exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and that no child is treated unfairly,

The governing body reviews this policy every two years. The Governors may however review this policy earlier than this if the government introduces new legislations or the governing body receives information on how this policy might be improved.

13. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedures.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Finally

We believe that every child is a gift from God, “precious in his eyes” and should be loved and valued. Our behaviour policy will seek to support this philosophy.

Appendix 1

REPORT PROCEDURE

If a child is placed on report it lasts for 5 school days.

Days 1 and 2: Child stays in at break time and lunch time

Days 3 and 4: Provided the child has achieved their targets (stars) they stay in for half the breaks and go out for half the breaks

Day 5: Provided the child has achieved their target (stars) they report to Nurture at the beginning of break and then go out.

If a child does not reach their targets the report will be continued for an additional week.

Appendix 2

Reasonable Adjustments

The DFE ‘Behaviour and Discipline in Schools- Advice for head teachers and school staff’ January 2016 states that:

The behaviour policy should acknowledge the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

The Equality Act 2010 requires that:

The responsible body of such a school must not discriminate against a pupil—

(a) in the way it provides education for the pupil;

- (b) in the way it affords the pupil access to a benefit, facility or service;
- (c) by not providing education for the pupil;
- (d) by not affording the pupil access to a benefit, facility or service;
- (e) by excluding the pupil from the school;
- (f) by subjecting the pupil to any other detriment

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening.