

St. Bernard's Catholic Primary School

Behaviour Policy 2021/22

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.
- ✓ 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

Reviewed Governors May 2021

- 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. Classroom rules are discussed and drawn up with the children and then displayed in classes.

5. REWARDS

Good behaviour will be promoted and encouraged by praise and reward systems. These include House points, stickers, and Golden time, Star of the week awards, half-termly certificates, and raffle tickets

Good behaviour will be pointed out and praised. 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. Responsibilities will be given to children who behave well or need to have positive self image promoted by school.

6. SANCTIONS

In the playground

| | |
|----|---|
| 1. | Child reminded of how to behave |
| 2. | Warning given |
| 3. | 5 minutes on the wall watching appropriate play |
| 4. | Longer period on the wall |
| 5. | Sent to the teacher on duty /Nurture room |
| 6. | Sent to head/deputy |
| | |

In the case of more severe behaviour points may be skipped

Concern sheets may be completed at any point in this process

Dinner hall.

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| 1. | Child reminded of how to behave |
| 2. | Warning given |
| 3. | Child moved to sit by themselves |
| 4. | Sent to the teacher on duty/Nurture room |
| 5. | Sent to head/deputy |

Concern sheets may be completed at any point in this process

In the case of more severe behaviour the first three/four points may be skipped

BEHAVIOUR LADDER – FOUNDATION STAGE

At times some children may make poor behaviour choices. At St. Bernard’s Catholic School we will always help children to see themselves in a positive way – using praise and encouragement to promote good behaviour. However we recognise that there also needs to be a clear structure of consequences if poor behaviour continues. In Foundation Stage we use sunshine and cloud system.

All names start the day on the Sunshine,

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| 1.A look or a quiet word from the teacher | |
| 2. Moving away from the other children and moving next to the cloud. | |
| 3.Moving onto the cloud (3 mins lost from Golden Tim and time to sit in the calming area to think about behaviour | |
| 4.Warning – moved next to the thunder cloud, another 3 minutes lost from Golden Time. Thinking time out of the classroom. | |
| 5. Moved to the Thunder Cloud. Lost all Golden time – removed to the Sparkle Den /headteacher’s office | |
| In the case of repeated poor behaviour or more serious incidents the following steps will take place | |
| 6.A further move to the Thunder Cloud –as 5 but also loss of lunchtime – which will be spent in “nurture and think room” | |
| 7.A second repetition – as 6 but spends play times and lunch time in the inclusion room. Child will also be placed on report. (Report procedure may be started at 6 – if serious enough) | |
| 8.If a child is on report 3 times they will then be placed on a behavioural contract | |
| 9. Period of time in inclusion during school time | |
| 10. Second period of inclusion | |
| 11. A fixed term of 3 days exclusion | |

Behaviour Ladder Years 1 – 6

We are proud of the good behaviour of children at St. Bernard's School. We have many rewards for good behaviour. Occasionally we do have times where children do not make good choices about behaviour. In these instances we follow our behaviour ladder.

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| | <p>Loss of 5 minutes Golden Time/playtime Where appropriate a first warning will be given to child and a reminder Other instances may be an instant loss of 5 minutes Golden Time/playtime</p> | |
| | <p>Loss of 10 minutes Golden Time/playtime More serious incidents Recorded in Red Book and child also then spends a session in the “lunch time group” with the Learning Mentor/Nurture leader/Headteacher Where appropriate the child may also spend time in inclusion at break times. If a child needs to be removed from the classroom they will be escorted to another classroom or to the Sparkle Den</p> | |
| | <p>Loss of 15 minutes Golden Time Children can instantly lose 15 minutes Golden Time depending on the severity of the incident Where appropriate the child may also spend time in inclusion at break times/class times If a child needs to be removed from the classroom they will be escorted to another classroom or to the Sparkle Den</p> | |
| | <p>Any child who loses all their Golden Time is automatically put on report for a week with daily targets and parents are always informed. Report card to be sent home to parents each night. Report procedure may be started at any time if an incident is a serious incident. If a child is on report 3 times they will then be placed on a behavioural contract.</p> | |
| | <p>We would expect this to be the most serious action necessary to take. The following structure is provided to respond to the most severe behaviour</p> | |
| | <p>Inclusion - Parents are informed and invited to discuss the behaviour with the Head teacher. The child is placed in inclusion for a period of 1 or 2 days</p> | |
| | <p>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.</p> | |
| | <p>1 day fixed exclusion The child is excluded from school for a period of 1 day County and Governors are informed</p> | |
| | <p>3 day fixed exclusion - The child is excluded from school for a period of up to 3 days. County and Governors are informed</p> | |

| | |
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| 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) | |
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In years 1-2 Golden Time is a weekly reward, where individual children can lose time for poor behaviour choices. Visual displays show if a child loses time.

In year 3 Golden Time is a weekly reward, where individual children can lose time for poor behaviour choices. Visual displays show if a child loses time.

Year 4 begin the year continuing the system used in year 3. As the year moves on, they may move to the Year5/6 system depending on the needs of the class.

In years 5- 6 Golden Time is a half termly reward which the class earn together. This time can not be lost. Loss of playtime is used as a sanction. Visual displays record loss of time.

The use of exclusion

The Headteacher 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.

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. PREVENTING BULLYING

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 also 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 particular pupil.

12. CONSULTATION, MONITORING AND EVALAUATION

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

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

Reasonable Adjustments

The DFE 'Behaviour and Discipline in Schools- Advice for headteachers 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.