

St Bernadette's Catholic Primary School

Behaviour Policy



“Doing our best for God”

SCHOOL ETHOS

The ethos of St Bernadette's school is faith based, underpinning social, moral and academic values. These values determine the way in which children relate to each other and to staff - with courtesy, care and consideration. Our Ethos is also about what is right and proper, and this includes helpfulness, cooperation and respect for others; fundamentally rooted in our foundation as a Catholic school.

The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

To help create this ethos in which successful behaviour is possible we will endeavour to ensure:

- That all children share a common educational experience within the bounds of acceptable behaviour.
- Continuity and consistency in discipline strategies.
- A positive climate, where emphasis is placed on praise rather than criticism.
- Record keeping and assessment that is sensible and thorough, and communicated to parents when necessary, in ways that are understood
- Control in classrooms is firm, fair and consistent, with children being treated as individuals

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that children and adults can work together with the common purpose of helping everyone to learn and to work together in an effective and considerate way. The school rewards good behaviour

and the use of good manners, as we believe that this will develop our ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.3 The wearing of the school uniform demonstrates to the community and each other a sense of belonging to our school. We expect every child to wear the correct uniform with pride. This includes having shirts tucked in and the wearing of correct footwear as per the uniform list, including games and P.E kit.

1.4 Jewellery is not to be worn at school (except for small plain ear studs and watches). We recommend that if children are to have their ears pierced that it is arranged for the beginning of the school summer holidays, to give them chance to heal. Children have to be able to take their own earrings out and take off watches for P.E. lessons and are responsible for keeping them safe. If children are unable to take them out, they should be removed at home. Make up and nail varnish is not to be worn in school. Pupils ignoring this rule will be asked to remove them. *Earrings and watches should not be worn to school on the days the class has P.E.*

1.5 Hair

- Extreme hairstyles are not acceptable. This includes tramlines, close shave (number 1) and dyed hair.
- Long hair should be tied back at all times.
- Hair accessories should be plain. Small bows and ribbons are acceptable but large, glittery bows or animal type headbands are not acceptable.

2 Rewards and Sanctions:

2.1 We praise and reward children for good behaviour in a variety of ways including-

1. Recognising when children are making the right choices.
2. Giving children house points. Every half term, the house who has earned the most points is presented with their house trophy and will receive a reward. The house who have accumulated the most points at the end of the year are presented with a St Bernadette's House trophy and a reward.

3. We operate the Dojo system in school to reward positive behaviour and the correct choices. Pupils work together to earn rewards for their class and themselves.
4. If a child makes the wrong choice, the following system will be applied:
 - (a) Verbal reminder of class rules
 - (b) Verbal warning - name written on post it note (for teacher's reference).
 - (c) Further wrong choice - loss of 5 minutes break time followed by increments of 5 minutes until loss of play.
5. Each week a child is nominated from each class for a merit badge to be given in the Friday celebration/school assembly for consistent good work in maths, writing and behaviour.
6. Good Value certificates are given to children who demonstrate the ethos of the school.
7. Head Teacher Award is presented to children who have contributed to the wider life of the school.
8. Class Teachers may have individual reward systems reflecting the needs and ages of the children in their class.
9. Progress cups are awarded to an individual child in the Infants and Juniors every half term to recognise progress made in the half term.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The school has a celebration assembly on Fridays. Children are encouraged to bring in their certificates and trophies to be presented at the assembly. A weekly newsletter is emailed to parents on Friday afternoon to inform parents of pupils' achievements and events in and out of school.

2.3 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter which is displayed and agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school.

2.4 The school has a **statutory duty** to report any intended racism or homophobic abuse and serious incidents of bullying to the Local Authority.

2.5 When a child consistently fails to follow the school rules, the teacher may record the incident on 'My Concern.' This is monitored by the Family Support Worker and the Head Teacher. If deemed necessary, parents will be invited into school to discuss ways in which we can work together to support their child with adhering to acceptable behaviour in and around school. The child may be issued with a behaviour report card which enables them to consider their behaviour during each session of the teaching day. They will report to the Head Teacher/SMT for the card to be signed. Sanctions will be imposed if the child is consistently off track and is not following the school rules. Parents/Carers will be involved in this process so that we collaborate in our approach.

2.6 The school employs sanctions to enforce the school rules, and to ensure a safe and positive learning environment. At the beginning of the new academic year, each individual teacher informs parents on the sanctions and rewards to promote positive behaviour.

2.7 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. The school Anti Bullying Ambassadors promote awareness through assemblies, meetings, notice boards and offer support to children in the playground. (See the schools Anti-Bullying policy on the school's website)

2.8 The school does not tolerate physical or verbal assault towards members of staff or volunteers. Should a child physically assault an adult with direct intention, this may lead to an inclusion or exclusion.

2.9 Should a child assault another child, this could lead to the child being isolated from class (inclusion) or exclusion depending on the severity of the assault.

2.10 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Department for Education relating to section 550A of the Education Act 1996: *The Use of reasonable force- Advice for head teachers, staff and governing bodies*. Staff only intervene physically where:

- action is necessary in self-defence or because there is an imminent risk of injury to staff or children
- there is a developing risk of injury or significant damage to property

3 The Role of the Class Teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 The class teacher liaises with the Head Teacher, Family Support Worker and/or the SENDCO, as necessary, to guide children who may need support in behaving in an appropriate manner in and around school. The Family Support Worker may, for example, discuss the needs of a child with the Pupil Welfare Officer (PWO), Local Authority Behavioural Advisory Team. If it is felt that external support is required for an individual child, parental consent will be sought.

3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child
(see 2.5.)

4 The Role of the Head Teacher

4.1 **It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children and adults in the school.**

4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 It is the responsibility of the Head Teacher to ensure that all reported serious incidents of misbehaviour have been logged on 'My Concern.'

4.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The school governors are notified as soon as necessary.

5 The Role of Parents

5.1 The school works in partnership with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 Rules regarding behaviour and learning are explained in the home-school agreement which we expect parents and children to read, sign and support. (See appendix 1)

5.4 If the school has to use sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Head Teachers (Mrs Pearson, Miss Greenhalgh) then, if the concern remains, the Head Teacher. If after this, parents feel the concerns have not been resolved they should contact the school governors (see complaints policy). If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.5 We expect parents to bring their children to school every day arriving on time with all the appropriate equipment, e.g. Home school diary and full P.E kit.

5.6 We expect parents to ensure that children arrive and are collected punctually at the beginning and end of the school day by an appropriate and responsible adult. Parents should notify the school of any changes to the

person collecting their child, either by writing in the child's school diary, writing a letter or contacting the school office.

5.7 We expect parents to report absences or reasons for lateness to the school office before 9.15 am - otherwise the child's absence will be recorded as unauthorised. If no contact is made with school, you may have a call from the school enquiring why your child/ren is/are not in school. If your child has a medical appointment, it would help if you could bring the appointment card or letter in to school for a copy to place on the child's attendance record.

6 Role of Pupils

We expect that each child will:

- follow the class and school rules
- respect the rights and property of others
- support each other if they are sad or upset
- be fair, tolerant and kind to each other
- listen to each other and adults in school
- keep our classrooms a peaceful place to work
- follow instruction from staff members
- move about the school and its grounds safely and quietly
- not use discriminatory language
- not behave violently or bully others in any way
- speak to each other in a calm and polite way

7 The Role of Governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

7.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 Only the Head Teacher (or the acting Head Teacher/lead Assistant Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Head Teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

8.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. Further information, re: exclusion can be found on the Blackpool Council website.

9 Monitoring

9.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school uses MyConcern to record incidents of a more serious misbehaviour.

9.3 The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

- The policy will be evaluated every year at a full staff meeting or as part of a training day.
- The policy will be monitored annually at a staff meeting to determine whether there are any areas of concern, which might necessitate changes in the way we approach a particular aspect of behaviour management. New staff members will be briefed during their induction.



St Bernadette's Catholic Primary School

Doing our best for God

COVID-19 Behaviour Policy Addendum

Introduction

This addendum to the Behaviour Policy of St. Bernadette's Catholic Primary School is for use during the arrangements for education of pupils attending school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Policy, the Anti-Bullying Policy and our Safeguarding and Child Protection policy.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This addendum to the school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way whilst being mindful of safety during the Covid-19 partial school closures. It aims to promote an environment where everyone feels happy, safe and secure. All pupils should continue to adhere to the principles outlined in the Home-School Agreement. In particular:

- I have the right to learn. It is my responsibility to listen to instructions and to work quietly so others may learn as well.
- I have the right to hear and be heard. It is my responsibility to listen when others are speaking.
- I have the right to be respected. It is my responsibility to be polite and treat others with respect.
- I have the right to be safe. It is my responsibility to respect the personal safety of others.

Procedures

Pupils will be expected to follow strict hygiene protocols in order to keep themselves, their peers, staff and the wider school community safe. These procedures will be explained, modelled and taught to the pupils so that they have a full understanding of what is expected of them. At St. Bernadette's, we understand that this is a challenging time for all and that children may need more support to be able to understand and then apply regular and thorough hand-washing, 'Catch it, Kill it, Bin it' and social distancing. Unsafe behaviour (behaviour which contravenes hygiene and social distancing protocols) will be dealt with in a graduated manner as follows:

1. A conversation with the pupil with reminders about safety and further explanation regarding the importance of the procedures in school. It is possible that some children, particularly younger pupils, may forget or not fully understand social distancing/ safety measures and therefore the adult working with that child will offer reassurance and reminders. At St. Bernadette's, we acknowledge that there is a clear difference between a pupil not following safety guidelines due to a lack of understanding, and a pupil choosing to ignore safety guidelines.
2. If a pupil deliberately ignores safety measures, they will receive a verbal warning from the adult working with them.
3. Pupils who continue to deliberately ignore safety measures or who act in an unsafe manner will be given a second verbal warning and the Senior Leadership Team will be informed. Parents/ carers will also be informed.
4. If, after Step 3, pupils continue to ignore safety measures, they will be spoken to by a member of the Senior Leadership Team and parents/ carers will be contacted to collect the pupil from school.

At St. Bernadette's, we operate a positive behaviour management system, as outlined in the Behaviour Policy. Pupils following school rules, safety guidelines and procedures in school will receive praise from the adult working with them. Every child has the right to a safe and positive learning environment and, by staff, pupils and parents working together, this can be achieved for all pupils.

Please Note: Some of the individual procedures may have been altered slightly, in line with the restrictions put upon us, as a school, in terms of Covid - 19.

Signed: *Alexis Satterthwaite* (Head Teacher)

Date: 31st October 2019 (amended August 2020 in lines with COVID-19)

Review Date: September 2021

(i) www.education.gov.uk/schools/guidanceandadvice/f0077153/use-of-reasonable-force/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies



St Bernadette's Catholic Primary school

Doing our best for God

Home school Agreement

We at St Bernadette's recognise that the education of your child is a shared mission.

You, the parents and we the staff of the school each have our part to play.

*Working together
for the benefit of our pupils*

Pupil Agreement

We value every member of our school family and expect our pupils to grow towards a greater understanding of the rights and responsibilities of all.

We believe that for every right there is a corresponding responsibility:

- I have the right to learn. It is my responsibility to listen to instructions and to work quietly so others may learn as well.
- I have the right to hear and be heard. It is my responsibility to listen when others are speaking.
- I have the right to be respected. It is my responsibility to be polite and treat others with respect.
- I have the right to be safe. It is my responsibility to respect the personal safety of others.
- I have the right to privacy and my personal space. It is my responsibility to respect the personal property of others, to accept their right to privacy and to take good care of the school environment.
- I have the right to uninterrupted learning. It is my responsibility to arrive at school and lessons on time, ready to contribute to lessons and school life at St Bernadette's.

Parental Agreement

To help my child at school I will do my best to:

- ◆ Support the Catholic values of the school and the community.
- ◆ Ensure my child attends school regularly and inform school of the reason for any absence by 9.15 am on the first morning of absence. (COVID 19 guidelines - staggered arrival times to be adhered to)
- ◆ Ensure my child arrives in school and is collected on time.
- ◆ Ensure that if I arrange another person to collect my child from school, I will inform the school by telephone or a note in the home/school diary.
- ◆ Ensure that I notify the school office if there is change to address or telephone numbers held by the school.
- ◆ Ensure my child follows the school dress code and has the necessary equipment each day, including PE kit and home-school diary
- ◆ Support my child with homework and other home learning opportunities and listen to my child read regularly.
- ◆ Inform the school of any concerns or problems that might affect my child's ability to learn.
- ◆ Work with the school to make sure my child behaves well.
- ◆ Encourage my child to follow the school rules.
- ◆ Attend parent-teacher conferences to discuss my child's progress and targets.
- ◆ Encourage my child to be enthusiastic about learning and to enjoy school.
- ◆ Encourage my child to show kindness and consideration to others.
- ◆ Treat all members of the school community with kindness, respect and consideration.
- ◆ Talk to my child about their experiences in school and encourage them to do their best.
- ◆ Support the school governors.
- ◆ Adhere to all the school policies

School Agreement

Our school will do its best to:

- ◆ Promote moral behaviour based on Catholic values.
- ◆ Ensure that your child is valued for who he/she is and helped to make good progress in his/her spiritual, moral, emotional, physical and academic development.
- ◆ Treat all children and their families with dignity, respect and sensitivity.
- ◆ Provide you with information about your child's progress and provide you with opportunities to talk to teachers.

- ◆ Keep you well informed about school policies and activities through regular letters and newsletters.
- ◆ Set, mark and monitor homework regularly.
- ◆ Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the daily life of school.
- ◆ Contact you if we are concerned about your child's attendance, punctuality, behaviour, learning or health.
- ◆ Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all he/she does.



St Bernadette's
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We, as Parents/Carers, agree to follow the school rules and confirm that we have received a copy of the Home School Agreement.

Signed:

Print Name.....

Childs name

Year

Date/...../.....

Please sign and return this part to school only.



Behaviour Card KS2

Name: Year: Date:

	8.55-10.45	Break	11.00-12.20	Lunch	1.10-2.15	2.15-3.25	HT/SMT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

This card must be given to the Head Teacher/SMT to be completed at the end of each session



Behaviour Card KS1

Name: Year Date:

	8.55-10.15 am	Break	11.00-12.00	Lunch	1.00 - 2.15 pm	2.15-3.20	HT/SMT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

This card must be given to the Head Teacher/SMT to be completed at the end of each session