

St Bernadette Catholic Primary School



Behaviour Policy

Version	1.2
Based on Model Policy:	The Education Act 1996 School Standards and Framework Act 1998 DfE 'Behavior & discipline in schools Advice for head teachers & school staff 2016' DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' DfE (2018) 'Mental health and behaviour in schools' Voyeurism (Offences) Act 2019
Name/Title of responsible committee/individual:	Co-Head teachers
Date issued:	September 2021
Review frequency:	Annual
Target audience:	Staff, parents and governors

Version	Date	Notes
V1.0	July 2018	
V1.1	Jan 2020	DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' DfE (2018) 'Mental health and behaviour in schools' Voyeurism (Offences) Act 2019
V1.2	September 2020	Coronavirus Amendment
V1.3	September 2021	Changes to reflect recent STEPS training

Our Mission Statement, ***“learning to grow in knowledge, faith and love through friendship with Jesus and Mary”***, underpins all that we do at St Bernadette Catholic Primary School.

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

St Bernadette Catholic Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the Gospel values together with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff and governors will actively challenge pupils, colleagues or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Aim:

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.

At Fair Field we teach and model positive behaviour through our core values and golden rules.

Our Values

- Respect
- Honesty
- Perseverance
- Forgiveness
- Kindness
- Inclusion

Our Golden Rules

- Be Safe
- Be Caring
- Be Polite
- Work hard

The school expects 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.

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We will adopt a zero-tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

There are two basic principles upon which our behaviour policy is based:

We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child. We believe it is our duty to promote and encourage positive behaviour, not

just react to that which is unacceptable. Everyone at Fair Field Junior School has a part to play in the promotion of high standards of behaviour and teaching positive behaviour.

Hertfordshire STEPS Training

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. The steps approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

Staff and other adults in school will:

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Herts 'Step On' principles when dealing with children's behaviour

How the adults at St Bernadette teach positive behaviour:

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

Rewards for Positive Behaviour

Rewards for:

- Classroom effort e.g. presentation, staying on task, doing one's best, respect for class property, peers and staff
- Playground effort e.g. playing appropriately, attitude to adults/children, respect for the environment i.e. litter, trees.
- Behaviour outside school to swimming, Mass, outings, sports events etc.
- Effort e.g. lining up, respect for outsiders, behaving appropriately in Mass and other events
- Dining room effort e.g. lining up, courtesy, sitting properly/using cutlery, and all general table manners following lunch time rules.

Rewards used throughout St Bernadette

We praise and reward children for good behaviour in a variety of ways:

- All staff actively seek opportunities to congratulate children regularly.
- Each week, we nominate two children from each class, in the 'St Bernadette praise assembly' to celebrate their achievements. Photos of these children are then displayed on the 'Celebration Board' and each child is given a certificate to take home. Their names then appear in the weekly newsletter for the community to see and celebrate.
- We promote achievements through the use of Twitter, newsletters and the school website.
- All classes have an opportunity to lead an **achievement assembly** where they are able to show examples of their work.
- For improved work and effort children can be sent to other classes for praise or to the Co-Headteachers for a merit
- Trips and representing the school at special occasions
- Letters of commendation and praise to parents
- Marvellous me app for sharing positive news with parents

House Points

- All staff can award children house points (house point tokens are put in jars in each classroom which are emptied weekly into the main school house point jars).
- There are four houses: Wolsey, Newman, Hume, Murphy O'Connor. These are all named after Cardinals. Children can receive a house point for a range of reasons including following the school rules, great homework etc.
- Each week, points will be counted up and a winning house will be announced in the St Bernadette praise assembly.
- Every term, the house with the highest number of points will win a house treat.

Classrooms Rules:

The children are encouraged to arrive at a set of classroom rules to which they all sign a pledge to strive to uphold. These are then displayed and referred to when unacceptable behaviour is observed. Children agree the rules for their own classrooms, such as:

- to be co-operative and considerate
- tidy away all resources once used; respect property
- to treat others with respect and consideration

EYFS

Children begin on the sunshine symbol. They have the opportunity to stay on that all day or move up to the shooting star based on how they behave. If they are making poor choices, the teacher will discreetly show the children the cloud symbol and if this persists, the thunder symbol. If this is the case then they will be sent to the phase leader for a chance to reflect on their poor choices and may lose part of their break or lunch time to reflect on their behaviour.

It is important to stress to children that if they have made poor choices, they can very quickly turn things around and begin moving back to the sunshine by recognising this and making better choices.

Parents will be informed by the class teacher if this kind of behaviour persists and the staff member will record the incident on CPOMs

KS1 & 2

‘Good to be green’

Each class operates a ‘Good to be green’ card system. In the first instance a child will be given a verbal warning. In the second instance, the class teacher will discreetly give the child a blue card prompting them to stop and think. In the third instance the child receives a yellow warning card and the final stage is a red consequence card. Once the child has received a red card they will be sent to the phase leader and may lose part of their lunch break to reflect on their behaviour (see appendix 2). If a child’s behaviour is deemed particularly outstanding they will receive a special gold card. At the end of each half term, the class that manages to keep the most children on green cards will receive a special class reward. Please note, every child has a fresh start on green each day.

It is important to note that children must graduate up the sanction list unless it is extreme behaviour, for example, physical violence, persistent poor behaviour, threatening or intimidating behaviour, persistent name-calling, including homophobic and racist taunts, inappropriate language, deliberate damage of school property or property of others stealing etc. In this instance the child will immediately be sent to a member of SLT and parents will be contacted to discuss the appropriate action to take.

Managing persistently poor behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Parents/carers will be continually involved in supporting the school in managing their child’s behaviour issues. Exploring the child’s behaviour more deeply will be done using the Herts Steps Roots and Fruits model along with anxiety mapping, see Appendix 1. It may also be appropriate to complete a Families First Assessment if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion.

Strategies to support positive behaviour

- In school counselling & mentoring
- Support and advice from outside agencies
- ‘I can’ books
- Home/school reward charts

1. Roles and responsibilities

1.1. The **governing board** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in addressing any SEMH (Social, emotional and mental health)-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

1.2. The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the **governing board** on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

1.3. The **mental health lead** is responsible for:

- Collaborating with the **SENCO**, **headteacher** and **governing board**, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the **SENCO** to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Referring pupils with SEMH-related behavioural difficulties to SENCO who in turn refers to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with potential future providers of education, such as **secondary school** teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

1.4. The **SENCO** is responsible for:

- Collaborating with the **governing board**, **headteacher** and the **mental health lead**, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

1.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENCO/headteacher/subject leader**.

1.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

1.7. Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

1.8 Parents are responsible for the behaviour of their child(ren) inside and outside of school. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school Code of Behaviour in the Prospectus, and we expect parents to read and support it, signing the Home-School Agreement to indicate their support. We also expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. 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.

Record of incidents

Incidents will be recorded by the staff member who dealt with it on our internal record system CPOMs. CPOMs records behaviour issues, safeguarding and a whole range of pastoral and welfare issues

Playtime & lunchtime both indoor & outdoor

A similar system is in place while children are on the playground. The teaching staff or MSA's will give each child 3 warnings about poor behaviour before they will be asked to have some time out alongside the MSA. The child will be asked to stand alongside the MSA or teaching staff for the amount of time they deem appropriate to discuss their poor behaviour and acknowledge the positive display of behaviour they see from other children. Staff will report this back to the class teacher and this too will be recorded on CPOMs.

Exclusion

Fixed term/Permanent

The Co-Head teachers have the responsibility for giving fixed term or permanent exclusions to individual children for serious acts of misbehaviour in accordance with standard guidance. Exclusions are always carried out in line with the Social Inclusion – Managing Pupils, Behaviour and Exclusions documents following DFE guidelines ('Exclusions from maintained schools, academies and pupil referral units in England', Ref: DFE – 57501-2012 – updated Feb 2015)

This guidance is referred to in any decision to exclude a child from school. Only the Co-Head teacherS (or acting head/deputy head in the absence of the head teacher) has the power to exclude a child from school. The co- Head teacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. It is also possible for the Co-Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

Each individual situation will be investigated. The co-head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. These actions are taken only after the school governors have been notified.

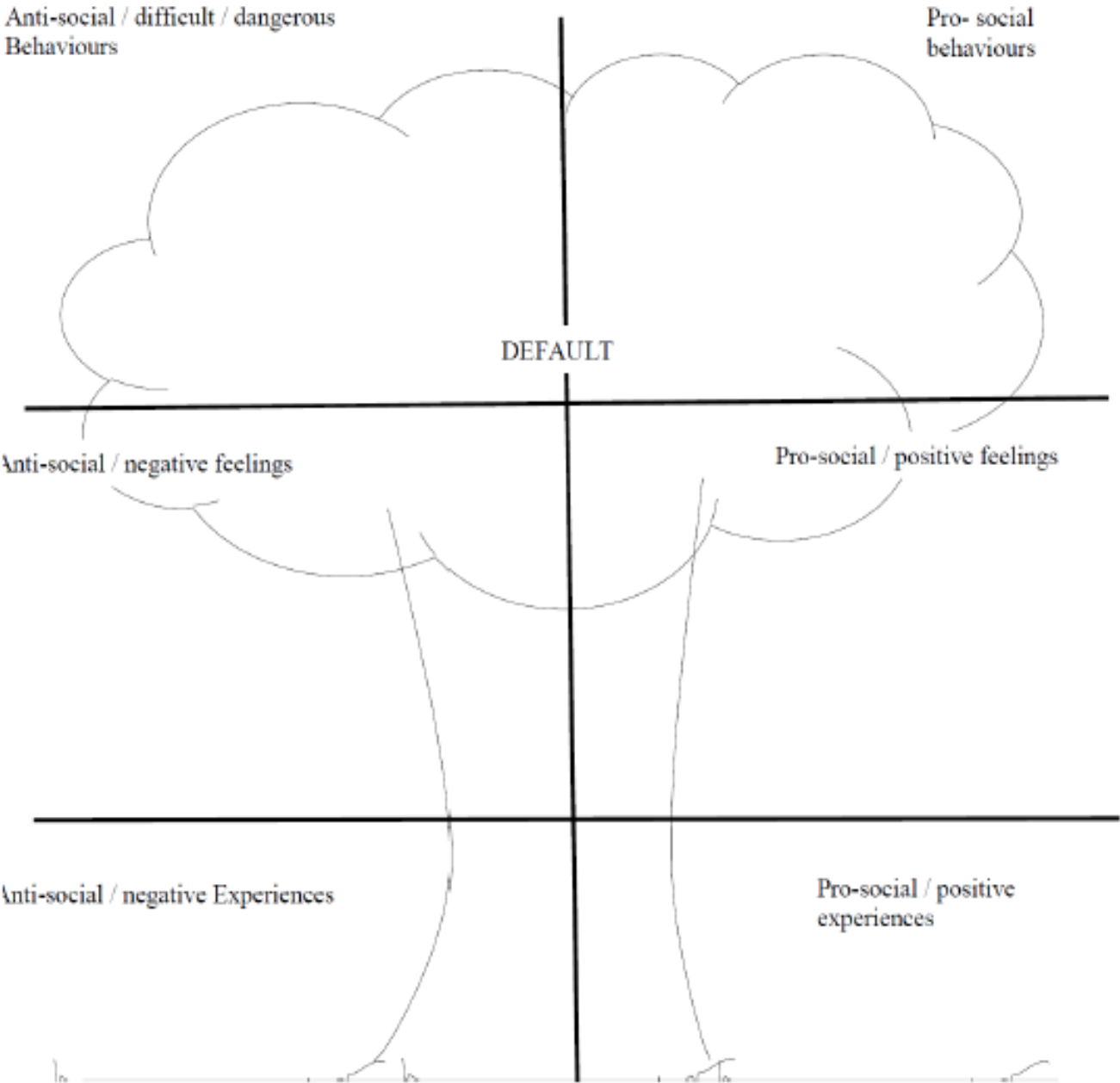





Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social
behaviours



THINK SHEET		
Name:	Class:	Date:
<p>Write or draw what happened.</p> 		
<p>What can you do to fix it?</p> 		
<p>What could you do better next time?</p> 		
Signed by Teacher:		Date:

Signed by:

Co-Head teacher

Date:

Chair of governors

Date:
