

St. Bernadette Catholic Junior School

BEHAVIOUR POLICY

Mission Statement

St Bernadette is a Catholic School where we celebrate the uniqueness of each individual and where everyone is welcomed, valued and appreciated.

We aim to provide a caring and spiritually enriching environment where the whole school community work together to develop their full potential.

We inspire a love for lifelong learning so that everyone has pride in who they are and what they achieve.

We keep Jesus at the centre of everything we do and try to deepen our relationship with him. This is done by following His example and living out the Gospel values of love, justice, mutual respect, tolerance and forgiveness.

In doing so we reflect our motto *Laborare est Orare* which means 'Work is Prayer'.

Aims

To encourage responsible and appropriate behaviour and to reflect the Mission Statement.
To promote and develop our Golden Rules throughout our school community

The school golden rules are:

Be Safe

Be Responsible

Be Respectful

At St Bernadette all staff have high expectations of pupil behaviour and take all reported incidents very seriously. The appropriate action is taken and feedback is given to all those concerned. We endeavour to give feedback to parents within 24 hours wherever possible.

It is not always appropriate to inform parents of the sanctions that have been given to the child of another family but parents are assured that action will be taken.
We expect all parents to respect this.

Behaviour management meetings are held at least once every half term. They are attended by the Headteacher, Deputy Headteacher, SENCO, HLTA for the playground, School Counsellor and the Learning Mentor.

Pupil behaviour is reviewed weekly as part of the SLT meeting.

As a Catholic School, forgiveness is always sought from all parties following an incident, including adults when appropriate.

Staff Responsibilities

The implementation of this policy is the responsibility of **all** members of staff.

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model and live out the Gospel's values and use an appropriate manner and tone of voice when talking to the children.
- To form a good relationship with parents, so that all children can see that the key adults in their life share a common aim.
- To recognise that each of us are individual and special in the eyes of God.
- To be aware of their individual needs.

Parent Responsibilities

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To support the school in bringing up their children in accordance with the teachings of the Catholic Church.

Parents are expected to sign an agreement form supporting the behaviour policy of the school.

Complaints Procedure

The same procedures will be followed in relation to any behaviour issues as stated in the complaints procedure. Further information can be obtained from the school office or Headteacher.

Signed _____ Standards Committee

Signed _____ Headteacher

Signed _____ Chair of Governors

Dated: October 2016

Review date: October 2017

This Policy should be read in conjunction with the Physical Handling Policy.

Appendix 1: Suggestions for adults dealing with pupils presenting behavioural problems

- Always remain calm when speaking to children.
- Always use the child's name and make good eye contact.
- Never talk when feelings are very high - allow calming down time in a designated area.
- Never talk at the same time as the child
- Check the child has an understanding of what happened.
- Ask the child what happened, how they feel and what they can do to put things right.
- Never chase pupils. Make sure they are safe and that the issues are followed up.
- Follow up all incidents of poor behaviour
- Make a record where appropriate
- Give feedback to all concerned wherever possible

Being Pro-active

- Make a daily plan for the day and go through it. Inform pupils of changes and new situations
- Have good classroom management and a sensible seating plan.
- Be well prepared for lessons.
- Establish rules and routines and implement them.
- Identify potential 'hotspots' (areas and times) and plan how to manage them.
- Encourage pupils to work towards a group reward.
- Make sure pupils wear the appropriate coloured sash when moving around the school which indicates permission has been granted by an adult..
- Pupils for individual and small group work should be collected and returned to class by staff.
- On hearing the buzzer staff to go to the playground before the whistle is blown at playtime and lunchtime.
- Ensure work set for pupils is manageable and stimulating.
- Ensure provision of good activities during playtime.
- Ensure staff engage pupils in organised games during playtimes.
- Ensure staggered and silent entry into school on class card prompt
- During playtime TAs should monitor the stairs, corridors and outside the toilets
- Ensure pupils are involved in Peer Mentoring to enable them to resolve conflicts
- Keep messages/disruptions to other classes to a minimum
- Engage pupils in collective class caring and support of groups and individuals.
- Ensure we are good role models
- Be consistent

3 golden rules of managing behaviour are be FIRM, be FAIR and FOLLOW UP.

Appendix 2: Rewards

Reward	Reason	Frequency	Record
Golden Book	Good learning Kind act	Roll of honour published in Newsletter	Golden Book
Golden Book Raffle	Raffle ticket given for every entry in GB	Prize drawn at end of year assembly.	In the Golden Book
Postcards home	Good work Kind act Improved behaviour	One weekly TAs/non teaching staff each half term	Reward Register
Blue Sash	Special class commendation	To be worn for one day	Class record
Pupil of the Month	Application to work	First whole school assembly of each month	Class Reward Register
House points Dojo points	Good work Good attitudes to learning Kindness Helping others	Collected daily	Class record
House points winner	Choose from Reward Menu Picnic Filmclub Extra playtime Golden time Disco Home clothes ICT time Food treat	Once per term DHT/ Support Staff Friday lunch/pm	DHT Record
Star of the Week	Sticker for best behaviour/effort	Weekly in Assembly	Class Reward Register
Other class incentives	Table points Raffle tickets Stickers Certificates Pencils, pens & rulers Extra playtime Golden time Special trips or outings Position of responsibility	In class weekly or as required	Class record

Appendix 3: Sanctions

Sanction	Reason	Information
Sashes	To be worn by pupils around the school	Green - Toilet Yellow - Trusted Red - Trouble Blue - Terrific behaviour/effort/work
Cross	Disturbing learning Running or speaking when moving around the school. Issues with home learning	15 mins off playground per cross. A warning must be given before a cross is administered CTs to keep home learning registers
Short internal exclusion (up to 20 mins)	After 1 cross for disturbing learning No PE Kit	Child to be sent to paired class accompanied by trusted child (wearing a sash) Yr 3 & Yr 5 Yr 4 & Yr 6 Timed 20 mins Pupils must bring work with them.
3 crosses within one day	Persistent poor behaviour	Miss lunchtime play Record kept in folder
Class cross	Poor behaviour of majority of class	Class cross must be administered by the person giving it at 1.15pm in the playground
Individual incidents	Unkind comments Bad language Hurting another child	A sanction is agreed Record kept in class folder
Serious incident	Rudeness to adults Injuring another child Disobeying instructions	A sanction is agreed Record kept on a serious incident form by HT
Managed Lunch	For those children who have difficulty managing their behaviour during lunchtime	A structured lunchtime is agreed and supervised by a member of staff.
Round Table Meeting	To consider an action plan for particular pupils with all relevant adults including parents.	An action plan is drawn up. Parents receive written feedback. Review date is set.
One day internal exclusion	Following a serious incident. Poor behaviour with a supply teacher. Persistent poor behaviour.	Pupils must bring work with them. A record is kept by the class teacher.
Temporary Exclusion	In extreme cases of poor behaviour or repeated poor behaviour pupils may be excluded from school for up to 3 days.	A letter will be sent from the Headteacher outlining the terms of the exclusion. A record is kept by the school.
Permanent exclusion	In extreme cases of poor behaviour or repeated poor behaviour pupils may be excluded from school permanently. This is usually due to all other forms of behaviour management being unsuccessful.	A letter will be sent from the Headteacher outlining the terms of the exclusion. The Local authority will be informed of the exclusion. A record is kept by the school.

Appendix 4: Cloakrooms at Start and End of Day

- All pupils should make the transition from the playground to being ready for learning as smoothly and quickly as possible.
- All staff involved with assisting pupils need to be in position by 8.55am and 3.10pm each day
- Ensure cloakroom areas are completely clutter free to avoid accidents
- It would be helpful if bags could have some form of identification on the outside for easy retrieval
- If a cloakroom has hangers, coats must be attached so they do not fall off eg top button is fastened
- Please check that pupils have the correct school bag

All classes: Start of day

With adult supervision

Select 2 monitors to be stationed at the cloakroom to receive bags and coats

Each pupil takes their bag and coat to the monitors when their register name is called out

All classes : End of day

With adult supervision

Select 4 monitors to bring bags and coats from the cloakroom to the classroom to individual pupils

Play time order

On hearing the whistle pupils stand still and the teacher on duty holds class cards up in turn.

Pupils walk into school in silence.

Support staff monitor pupils as they enter the school.

Allow a minute for pupils to settle.

Pupils are reminded to step away from anyone they are tempted to speak to after the whistle has been blown.

All adults should model good behaviour by standing in silence.

Dismissal from School

3pm supervision of bag/coats

3.10pm to be in designated area for pupil dismissal for hometime (3.15pm)

Person	Hometime Dismissal 3.10pm
TA	Outside Y3 classrooms
TA	Outside by water fountain supervise all Y3&4 pupils
TA	Outside Y4 classrooms
TA	In corridor outside maths room
TA	Outside Y5 classrooms
TA	Back playground door Y5
TA	Outside Y6 classrooms
TA	Bottom of stairs
TA	Cover in case of absence

- Please be in position **before** pupils leave their classrooms.

- Pupils are to leave school by their designated door and no other.

Year 6 and one Y5 leave through the side door by the gate and Years 3 and 4 leave through the double doors by the Library into the back playground. The other Y5 class leaves through the back door to the playground.

- Please say goodbye to pupils as they pass you. Expect a similar response back - direct eye contact, use names and farewell.
- If pupils have clubs they must go to the front playground and not through the school or hall.
- All pupils should leave in a calm manner.
- You must challenge and deal with any pupils who do not meet these expectations