

St Bernadette's Catholic Primary School Behaviour Management Policy



The Mission for St Bernadette's Catholic Primary School is,

“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Catholic community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”

Therefore the full implementation of our Behaviour Management Policy is instrumental in enabling us to strive towards achieving this mission for all the children in our care. This policy states the roles of the different members of our school community and the strategies which we can employ to achieve our mission.

The Role of the Class Teacher

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.

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.

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.

In the first instance if a child misbehaves the class teacher deals with the incident him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader in the first instance and then the Deputy Headteacher/Headteacher. Serious incidents of misbehaviour must be recorded in the Incident Book available in the lockable cupboard in the Secretary's room.

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.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the School Behaviour Management Policy consistently throughout the school and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the Health, Safety and Welfare of all the children in the school.

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

The Headteacher ensures records are maintained of all reported serious incidents of behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of the Parents

The school works collaboratively with the parents so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school as set out in the Home-School Agreement. We try to build a supportive dialogue between home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they initially contact the class teacher. If the concerns remain, they should contact the Headteacher. However, if the concern is still not resolved, the parents should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

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

The Headteacher has the day to day authority to implement the School Behaviour Management Policy but the governors may give advice to the Headteacher about particular disciplinary issues.

The Headteacher must take this into account when making decisions about matters of behaviour.

Strategies

Rewards

The following suggestions provide for a progressive system of rewards throughout the school. These are on display in and around the school.

a. Praise and Constructive Comments

The encouragement of adults is of vital importance to children and all adults in the school should be more than willing to praise and use constructive comments.

Praise and helpful comments not only demonstrate support, care and approval but also help to establish desirable attitudes and good behaviour among the children as well as reinforcing good habits.

b. Individual Class Reward Schemes

Teachers will have their own strategies for promoting and rewarding good behaviour/achievement in each particular classroom situation.

It is vitally important that every child receives a reward for some aspect of their school life throughout the school year.

c. The Golden Talent Award

Each week teachers nominate two children from each class to receive the Golden Talent Award certificate. This is based on The Parable of the Talents when, like the servants and the gold coins in the parable, we are encouraged to make the most of our God given talents. Therefore this is in recognition of the positive contribution made by the children who have made the most of their talents in the class throughout the week.

It is vitally important that each child receives this certificate throughout the school year as each child has the ability to make such a contribution.

d. Courtesy Award

Each week teachers nominate two children from their class to receive the Courtesy Award in recognition of the good manners, caring and courtesy shown to others in and around school.

e. Awards Assembly

There is a weekly assembly where the positive contribution and good behaviour of the children is celebrated. This takes the form of the celebration of good work ie The Golden Talent Award, Courtesy Award

and other matters such as sports reports. Each class takes it in turn to celebrate its weekly successes and it is important that **every child will be able to share their success with other children during the school year.**

f. The House System

The House system, besides being fun, is intended to foster in the children a sense of collective responsibility and a need to contribute something of him/herself towards the larger group.

The houses are named after important Saints who have made a significant contribution to academic and sporting life.

St Sebastian (Blue)	Patron Saint of Sport/Athletes
St Luke (Green)	Patron Saint of Artists
St Margaret of Scotland (Red)	Patron Saint of Reading
St Cecilia (Yellow)	Patron Saint of Musicians.

The weekly Awards Assembly also provides the school with an opportunity to comment, on a weekly basis, upon the progress of each House and its members and provides an up-to-date score for each house (weekly winners gain 4 points, runners up 3 points etc).

House Championship

A special Cup is awarded to the House which has gained the most house points over the term. Each member receives a prize for their good efforts eg extra playtime.

House Sports Cup

This is awarded annually to the Champion House at sports. This is intended to encourage membership of group and teamwork.

g. Monitors

Monitorial responsibility should be seen as a reward and incentive for good behaviour. Older Key Stage 2 children who demonstrate responsible behaviour should be encouraged and allowed to express further responsibility by being made "monitors" to assist the teachers with the supervision of younger children and equipment, such as at wet playtimes and assemblies.

h. Golden Time

The children are rewarded for their good behaviour with Golden Time.

Sanctions

The School has a responsibility to discourage negative behaviour or lack of respect in and around school.

The School must be in a position to sanction disruptive or what is considered to be unacceptable behaviour in the interests of the child and for the good of all.

Note: There may be occasions when a child's aggressive or violent behaviour becomes dangerous. If a child is physically attacking or hurting an adult, another child or him/herself, or is seriously damaging property, **physical restraint** may be necessary. **Any physical restraint used must be the minimum needed to protect persons or property and only by designated people (see our Policy on Care & Control of Pupils).**

The School must always be aware of its **Pastoral Responsibilities**. It must have a Christian concern for children who are challenging and provide measures which allow for healing and reconciliation. The School must also be mindful of its responsibility to refer children to other agencies, such as the Educational Psychologist, if that would be to the benefit of the child.

The following suggestions provide for progressive sanctioning of children and may be of use in eliminating unacceptable behaviour: -

a. Verbal- praise / reprimand

Praise is the first opportunity to counter unacceptable behaviour. Try not to be constantly negative or draw too much attention to unacceptable behaviour as it becomes a self-fulfilling prophecy.

Positive reinforcement is the key to promoting good behaviour. A quiet word to reprimand individuals is more effective than a constant barrage of negative comments.

b. Time – out in the classroom

After three warnings and/or when appropriate a child who exhibits unacceptable behaviour may be moved to another part of the classroom (eg. a designated table) to work on their own for a limited period at the teachers discretion eg. ten

minutes & then invited back to the rest of the class. If misbehaviour continues then the same procedure applies.

No child should be asked to stand outside the classroom alone and/or with other children as this poses a safety issue.

c. Time out of the classroom

If the child, once invited back to the rest of the class, continues to exhibit unacceptable behaviour then the child should be sent with work, with another child or TA, to inform the teacher of another class that they are to work in their classroom for a limited period (eg. until break, dinner or midway through the afternoon session) or they may work outside the classroom under the supervision of a Teaching Assistant.

Once this time has elapsed they are invited back into their classroom.
Exclusion from PE/Games/Swimming is not an appropriate Sanction.

d. Detention at Break time and/or Lunch time

If necessary the teacher may feel it appropriate to detain the child/children during breaktimes if such unacceptable behaviour persists.

The child/children who are detained at these times are the responsibility of the class teacher and should work in a supervised area eg the classroom.

These children should be detained to finish work and/or other sanctions for a specified time, eg. twenty minutes, and then allowed to go onto the playground.

No child should be left unsupervised in the classroom.

Please note: It is very important that serious incidents of misbehaviour are recorded in the **Serious Incident Record Book** and a one line entry in the **Serious Incident Book** (black hard back cover available in the lockable cupboard in the secretary's room).

e. Playtimes and Dinnertimes

Children are continually encouraged to play and care for each other during their playtime.

There is a member of the teaching staff on duty each day in the dining room.

Please do not send children into school/class for the teacher to discipline.

If a child continually misbehaves, then remind them to modify their behaviour. If after a number of warnings misbehaviour continues then tell the child to stand by the wall for up to 5 minutes after which the child can return to play.

At times it is wise to dissipate misbehaviour in order to remove the problem eg you would be better playing with someone else/somewhere else.

Any serious incidents of misbehaviour must be recorded in the **Incident Record Book** and a one line entry in the **Serious Incident Book** (available in the lockable cupboard in the secretary's room). This record may be needed for future reference.

f. Golden Time

If a child continues to misbehave after the above sanctions have been tried then they may lose some Golden Time.

g. Parent/Carer Involvement

If a child is demonstrating a pattern of unacceptable behaviour it is important to involve the parents/carers in order to share concerns and co-operate towards resolving the issue. Please ensure that a record of disruptive behaviour is maintained to inform parents/carers (ie in the Incident Book).

h. Weekly Behaviour Programme

The teacher may decide, in consultation with the parents, that it is necessary to place the child on a weekly behaviour programme in order to improve behaviour. This consists of a weekly report where good/poor behaviour is highlighted (✓ / X and/or comments) and weekly targets set (eg. a target of more than half ticks for the week) which will be rewarded by the teacher and parent.

Co-operation between school and parents is the key to success for the child.

These programmes may last a week or so and stop when behaviour has improved to the satisfaction of the teacher and parents. Reports must be kept as a record for future reference.

i. Involvement of Outside Agencies

If concerns still persist then outside agencies may be contacted to support the child, parents and school (eg SEND Traded Services, ACER).

j. Home/School Contract

A contract may be also drawn up between the school, child and parent to indicate future action should misbehaviour persist. This may include the following as a final resort;

Exclusion

Temporary (Fixed-Term) –

The Headteacher has the authority to exclude a child from the school for a limited period (up to five days at a single time and up to 45 days in a school year) for grievous misbehaviour (as the result of a continued pattern or a single incident). This could be during the school day or at lunchtime.

Permanent -

With the Governors' approval the Headteacher has the authority to exclude a child permanently. This may take place after one or two fixed-term exclusions or earlier depending on the seriousness of an incident. Clearly we hope that we never need to exercise this authority and every opportunity will be given to the child to modify their behaviour such as through the use of rewards in a Behaviour Management Strategy and where possible the use of outside agencies. Parents are informed of their right to appeal to the Governing Body should they wish to do so.

Permanent Exclusion is only to be used when all other strategies have failed and is used for the good of the child and all of the children.

The Headteacher informs the LEA and the governing body about permanent exclusions and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the period made by the Headteacher.

The governing body has a Discipline Committee, which has three to five members. The committee considers appeals made by parents to the Governing body.

When the appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider reasonable representation by the parents and the LEA and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.