St Bernadette's Catholic Primary School

Behaviour Policy

Agreed by Governing Board Autumn 2026
Policy will be reviewed by Headteacher Summer 2028

Introduction

Our Mission at St Bernadette's Catholic Primary School is: -

'…to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

Our Mission is rooted in scripture

'I have come so that they may have life and have it to the full'
John 10:10

Therefore, the full and consistent implementation of our Behaviour Policy plays an integral part in enabling us to strive towards achieving this mission for all the children in our care.

At St Bernadette's Catholic Primary School, we strive to provide a learning environment where we are safe, happy and cared for; an environment which enables and encourages all to achieve their full potential and aspire to excellence. We make Christ known and loved, using his example in all that we do because we believe *that* ***'in loving others we love Jesus.'***

In partnership with parents, families and the parish of St Bernadette's, we aim to deliver an outstanding and distinctive Catholic education with Gospel values at its heart. Where each person's unique value is recognised and nurtured so that, through God's grace we can grow, learn and realise our full potential to become the people God intended us to be. Where the dignity and worth of every individual is protected; where differences are celebrated and valued, for it is in others that we see the face of God.

Whole School Behaviour Ethos



We believe that an effective school is one where a positive atmosphere is based on shared Gospel values, agreed principles and good relationships. We have high expectations of behaviour which lead to high standards of work and presentation. We take a positive approach to behaviour management and recognise that in order to promote excellent behaviour and attitudes to learning, children need to be listened to, understood and respected. We exercise 'Restorative Practice' where we encourage children to talk to each other about disagreements and come to a mutual agreement where forgiveness and understanding can be reached.

The promotion of positive behaviour permeates throughout our school, in lessons, worship and communication. We celebrate good behaviour as a whole school, supporting one another's achievements in Celebration Assembly every Friday and encouraging our children to feel proud of themselves and one another. We believe that a well-planned curriculum, matched to the abilities and interests of our children, set in an environment which is both engaging and inspirational, promotes a good attitude to learning, consequently giving way to good behaviour. All staff at St Bernadette's are fully committed to this.

Context

This policy should be read and followed with due reference to the following policies:

- Health & Safety
- Safeguarding
- Attendance
- Home-School Agreement
- Single Equality
- Anti-bullying
- Online safety
- Policy on Restrictive Interventions, Including the Use of Reasonable Force

Behaviour Expectations

At St Bernadette's we expect and value: -

- ✓ **Hard work and dedication**
- ✓ **Co-operation**
- ✓ **Being truthful**
- ✓ **Respecting the rights and property of others**
- ✓ **Being kind and helpful**
- ✓ **Courtesy and manners**
- ✓ **Self-discipline**
- ✓ **Facing up to the consequences of our actions**

At St Bernadette's we will not accept: -

- × **Rudeness and inappropriate language**
- × **Bullying**
- × **Dishonesty**
- × **Name-calling**
- × **Answering back**
- × **Disrespecting property**
- × **Violence**
- × **Discrimination or prejudice in anyway**

Expectations of the School Community

All stakeholders of the school have a responsibility to uphold the Behaviour Management Policy.

It is the expectation of all staff, volunteers and governors to:

- Lead by example
- Be consistent in dealing with children
- Be a role model
- Uphold the Gospel Values that underpin our school
- Have high expectations of the children

- Meet the educational, social and emotional needs of the children through a well-designed curriculum and inspirational environment
- Encourage regular communication between home and school
- Record incidents of behaviour promptly, accurately and without bias using the CPOMs system

It is the expectation of children to:

- Respect, support and care for each other in both the school and in the wider community
- Listen to adults, each other and follow the classroom rules
- Follow instruction first time
- Treat all members of staff with a high level of respect
- Take responsibility for their own actions and behaviour
- Be tolerant of others, irrespective of race, gender, sexuality, religion or age
- Speak out to an adult if they see or experience any behaviours which fall short of our expectations.
- To behave online in an appropriate way, taking into account all they have learnt about staying safe online.
- To not engage in the use of online Apps and games which are not suitable for their age.

It is the expectation of parents and carers to:

- Be aware of and support the school's Gospel values, expectations and actions
- To ensure their children attend school regularly and on time
- To take an interest in their child's education and support in any way they can
- To support their child in adhering to the pupil code of conduct and uphold the home-school agreement
- To support the school with guidance issued around online safety of pupils, including but not limited to, the illegal use of social media Apps above the recommended age rating.
- Inform the school of any change in circumstances that might impact the child's behaviour
- Discuss any behavioural concerns with the class teachers promptly

Strategies for Promoting Excellent Behaviour

Rewards

The following examples provide for a positive and progressive system of rewards throughout the school. It is vital that these rewards are inclusive and take into account the talents, needs and challenges faced by all pupils; so that all children experience the positivity and encouragement of reward.

a. Praise and Constructive Comments

- The encouragement of adults is of vital importance to children and all adults in the school use praise and 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.

c. The Golden Talent Award

- Each week teachers nominate two children from each class to receive the Golden Talent Award. 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.

d. The Gospel Values Award

- Each week teachers nominate a child who has lived out one of our Gospel Values in their behaviour and attitudes to others or themselves.

e. Courtesy Award

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

f. Awards from Home

- Children and parents are warmly encouraged to share certificates and trophies they have been awarded in out of school activities. So that the whole school can share their pride in every individual.

g. The House Point 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 reflect upon, on a weekly basis, 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 teams' good efforts in the form of an extra playtime.

h. Additional Responsibilities

- Year 6 children are encouraged to apply for additional responsibilities. This process includes letters of application for important roles such as Head Pupils, Prayer leaders, Team Captains and their deputies, Librarians, wet play monitors and our Laudato Si Pupil Parliament representatives.
- Year 5 pupils receive additional sports leader training and are responsible for leading lunchtime sports clubs for the younger children.

- Year 3 children take on the role of lunchtime buddies to support the younger children at playtime.

i. Golden Time

- All classes are rewarded for their good behaviour and excellent attitudes to learning with Golden Time. This is given on a Friday for Year 1 and 2 children and at the end of each half term in Key Stage 2.

j. Attendance Award – Hot Chocolate Club

- Attendance data at St Bernadette's is collected and monitored regularly. The class with the highest attendance at the end of term will be rewarded with 'Hot Chocolate Club' as a reward. This keeps a focus on attendance level and promotes ambition for high attendance amongst the children whilst being inclusive of all pupils.

Sanctions

At St Bernadette's we are acutely aware of our Pastoral Responsibilities. All staff have a Christian concern for children who are challenging and will provide measures which allow for healing and reconciliation. We are also mindful of our responsibility to refer children to other agencies, such as the Educational Psychologist, Behavioural Support Team and Specialist Teachers if that would be to the benefit of the child.

The following breakdown of sanctions provide for progressive sanctioning of children and will be applied fairly and consistently in eliminating unacceptable behaviour: -At any point, children are given the opportunity to make the right choice to correct their behaviour and get back on a positive footing.
Following the use of praise and positive reinforcement, we use a sequence of staged consequences that clearly communicate to each child that their behaviour needs to change. At St Bernadette's we use a traffic light system.

All children begin on **green**; this shows that all children are making the right choices in behaviour. If unacceptable behaviour is demonstrated the child will move through the traffic lights amber and then red in the following sequence: -



1. Reminder from the teacher – child remains on **green** and is expected to amend their behaviour choices.
2. Unacceptable behaviour continues the child is moved to **amber** and will lose 5 minutes off their playtime. If the behaviour continues they will be moved to an isolation table within the classroom and will lose 10 minutes off their playtime.
3. Unacceptable behaviour continues the child moves to **red** and is taken to another class to complete their work at an isolation table and loses their playtime. At this stage the behaviour will be recorded, pupil will lose their playtime. The key stage leader must be informed and the child's parents will be contacted and informed of their child's behaviour.
4. Unacceptable behaviour continues the child will be taken to the Headteacher; parents will be called into school for a meeting to discuss the behaviour and the child will be put on a report card with a loss of privileges.

If any child refuses to do any of these things, the Head teacher will be called and their parents will be contacted.

Foundation Stage

We appreciate that in the Early Years, consequences need to be more immediate in order for young children to recognise their negative behaviour choices. Children are given a reminder first – if their behaviour continues, they are given 'time-out' in an area of the classroom away from where they have been playing. They are not sent out or to another classroom as we recognise this could potentially be distressing for them. If their behaviour is impacting the class negatively, they will be brought to the Head Teacher. Records will be kept accordingly and parents will be contacted.

Special Educational Needs

There may be occasions when a child with specific emotional / behavioural needs requires that the procedures above are amended to meet his/her specific needs. This will be done is consultation between the class teacher, SENCO / Headteacher. The child will be involved in the process and understand the rules / systems specifically in place for them. The child's age and maturity will determine the procedures used.

Incidents of serious behaviour

In other circumstances where the behaviour is deemed to be of a serious nature, this may include but is not limited to: - child on child sexual harassment and/or violence, physical or verbal violence towards a member of staff or peers, use of derogatory/discriminatory language, damage to property or bullying - online or in person; we reserve the right to escalate the sanction. All behaviours of this nature are dealt with by the Headteacher and DSL, recorded in line with school procedures and parents will be called into discuss.

Behaviour Support Plans & Risk Assessments

Behaviour Support Plans may be used as a means to help support the child make correct behaviour choices. It may be necessary to involve the SENDCO or outside agencies to support this. If this is the case various strategies may be used e.g.

- Identify objectives and address one target at a time
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours
- Emphasise teaching the child alternative positive behaviours
- Clarify the behaviour that is unacceptable and the consequence should it occur e.g., time-out, reporting to Head teacher etc.
- Include some form of self-assessment – e.g., chart to grade own behaviour during a session – to encourage responsibility for own behaviour
- Include a timetable for review of progress
- Should be applied consistently – all members of staff, supply teachers and parents aware. School should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.
- Where necessary, for the safety of the individual child, staff and other pupils a risk assessment may be used.

Further Action
If all the above does not effect a change in behaviour, this will lead to an internal exclusion where the individual will work in isolation throughout the whole day. Parents will be contacted if this is to take place and be given details of the behaviour which has led to this point. These will be recorded by the Head Teacher. If the behaviour persists, it will lead to a fixed term suspension; the head teacher will determine the length of time. This procedure will follow local authority guidelines.

Government guidance taken from: - Behaviour in schools Advice for Headteacher's and school staff 2022 states: -

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteacher's can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.'

Exclusion
The Headteacher decides whether to exclude a child, on a suspension (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 child 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 the 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 child from the sixth school day of any fixed period suspension 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 children during the first five days of any exclusion (although there is no legal duty to do so).

Restrictive Interventions, Including the Use of Reasonable Force
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 Restrictive Interventions, Including the Use of Reasonable Force).

'All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.'

Restrictive interventions, Including Use of Reasonable Force Complaints Procedure
All complaints about the use of force should be thoroughly, speedily and appropriately investigated through the Formal Complaints Policy.

Child on child abuse
What is child on child Abuse?

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence8 such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi nudes, upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). (KCSIE, 2026)

At St Bernadette's we have a **zero-tolerance** policy regarding child-on-child sexual violence and harassment. As with all elements of safeguarding we understand that **it could happen here**. As such, we expect every member of staff to act on any concerns they have, no matter how small. Incidents that take place outside of school or online will be treated with the same seriousness as any incidents that take place in school.
Any use of sexual language or behaviour is recorded and reported to the Headteacher, Mrs Shoulder, at St Bernadette's she is also the DSL. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. In every incident she, or Mrs Round, in the absence of Mrs Shoulder, will risk assess the reported incident and act accordingly.
Any incident will be risk assessed carefully to ensure the safety of the victim and the alleged perpetrator. The response to the incident will be calm, considered and appropriate.
Incidents may range from being deemed a 'one off', where the incident is dealt with in school, recorded and parents informed or in more serious cases lead to a referral to the

local authority children's social care or if it is believed that a criminal offence may have taken place, it will be reported to the police. It is likely that for more serious incidents, the school will work alongside other agencies including children's social care and the police to ensure the best support and outcomes for the children involved.

Anti-Bullying

St Bernadette's has **zero-tolerance** of bullying. Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

This behaviour policy is aimed at making St Bernadette's a safe and happy place to learn. Bullying in any form, by anyone, will not be tolerated. Any behaviour which hurts, threatens or frightens any member of the school community will **not be tolerated.**

Types of Bullying	Definition
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taken belongings or any other use of violence
Prejudiced based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability biased	Taunts, gestures, graffiti, verbal or physical abuse focused on a particular characteristic for example gender, race, sexuality
Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyberbullying	Name calling, sarcasm, spreading rumours, teasing that takes place online through social networking sites, messaging Apps or gaming sites.

Guidelines and Statutory regulations

The Equality Act 2010:
Requires public bodies to have due regard to the need to:
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.
The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child or potential child in relation to admissions, the way it provides

education for children, provision of child access to any benefit, facility or service, or by excluding a child or subjecting them to any other detriment.

Safeguarding children and young people
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Preventing Radicalisation
The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)
- Non-statutory Guidance
- Improving the spiritual, moral, social and cultural (SMSC) development of children: supplementary information (DfE 2014)

Lunchtime behaviour
Children are expected to respect all adults and behave well at all times. Welfare supervisors will monitor both positive and negative behaviour during this time and report to class teachers. If children are making poor behaviour choices, then sanctions will be issued by mid-day supervisors. Mid-day supervisors must report serious incidents of behaviour to the senior leadership Team and then record on CPOMs and the serious incident log. These serious incidents will be investigated by the senior leadership team.

Uniform
The Department for Education strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. We expect all children to wear our school uniform with pride. St Bernadette's school uniform is available to order from the Uniform and Leisurewear Company, Common Garden Street, Lancaster. There is also a pre-loved uniform sale in school on the last Friday of every month. Our uniform expectations are clearly defined on our school website:
https://st-bernadettes.lancs.sch.uk/uniform/
Any child wearing an item not specified on the website will be considered to be non-compliant. The Headteacher, or a person authorised by the Headteacher, will send a letter home to highlight the non-compliance with the expectation it is remedied by the next day.

Misbehaviour outside of school
Schools have the power to discipline pupils for misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported

to the school; this includes online behaviour. The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform (or in some other way identifiable as a pupil at the school)
- disrupts the smooth running of the school; for example, dealing with online incidents between pupils during the school day.

In all of these circumstances, the Headteacher will use the school's behaviour policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a consequence. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- 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.

At St Bernadette's Catholic Primary School, we will confiscate any item which has been brought into school despite a previous warning to the contrary or any item which we consider could cause injury or be a danger to other members of the school community. The confiscated items will be kept in the Headteacher's office until the end of the half term when they will be returned on request to the child's parent or guardian.

In line with our Acceptable Use policy, Year 6 children or Year 5 children if they are walking home, are allowed to bring their mobile phones to school and must hand them into the office at the beginning of the day. Should a child be found to have kept their phone about their person or using it during the school day, it will be confiscated and returned to them at the end of the day. If this is a regular occurrence, the Headteacher may take the decision not to allow an individual or group to bring their phone to school.

Consultation, Monitoring & Reporting

At St Bernadette's we are a happy, caring and ambitious community and it is the function of our school through a system of relationships, rewards and sanctions to encourage and develop self-discipline in our pupils in order to teach them to be valued members of their community so that in later life so that they can become courageous stewards of creation.

Our policy has been developed in consultation with the school community and it will be monitored in accordance with the school's annual cycle of monitoring and evaluations, shared with the Governing body through the Headteacher's report. The policy will be reviewed with all staff at the beginning of the academic year, with midyear reviews where monitoring suggests that this is necessary. Following the annual review of the policy parents will be informed of any adaptations or changes through the school newsletter.

