

# Behaviour Policy

## St. Bernadette's Catholic Primary School



**Last reviewed on:** September 2023

**Next review due by:** September 2024

## ***'Growing Together in Faith, Love and Learning.'***

### **Mission Statement**

On their journey through our school, children will **GROW TOGETHER**, supported by a school community, to strengthen their **FAITH; LOVE** one another and **LEARN** to achieve excellence in everything they do.

### **Values and beliefs**

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

### **Aims**

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding and using this policy we support our children in developing a high level of individual and social responsibility.

### **The key aims of this document are:**

- To create a culture of exceptionally good behaviour where optimal learning takes place.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships, and empathy for others.

### **Purpose of this policy**

To provide simple, practical procedures for staff and children that:

- Recognise behaviour expectations
- Positively reinforce behaviour expectations
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions.

### **Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, meaningful, inspiring, celebratory and help develop self-esteem through demonstrating the value of every individual's contribution.

Good behaviour is modelled on a day to day basis by staff to demonstrate the behaviour that is expected by the children. For example, taking turns, opening doors, using manners by saying please and thank you and respecting each other in the way they speak to each other.

RE/PHSE lessons are taught weekly and more frequently when there has been an incident or an area of development the whole class would benefit from. In these sessions practical activities are used to develop children's understanding of any behaviour aspects such as anti-bullying, how to keep safe online, problem solving, developing self-esteem, resilience, a growth-mindset and valuing and respecting different people's views. This is set out in the PSHE curriculum overview.

Playleaders from Year 5 run activities at lunchtimes for the younger children. In their PSHE lessons, they learn about how to be good playleaders and devise games for the children to play developing their responsibility. They are role models demonstrating how to share, play

fairly and take turns. At lunchtimes, there are clear playing zones e.g. MUGA, tyres, playground, to provide a range of activities for the children to participate in and to ensure they are safe.

Lunchtime staff are trained to initiate play and engage in purposeful activities. When our Reception children join school they are buddied up with a Year 6 child to learn about the school, take part in activities and have a friendly face for help.

We have nurture provision for children who need support in developing social, emotional and behavioural skills. This is delivered by trained staff. Families can also request support addressing many different aspects of home life. Parents are also invited to discuss how they can work with the school to develop aspects identified.

### **Behaviour for Learning**

St Bernadette's principles:

**Be Ready**

**Be Respectful**

**Be Safe**

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines, and visible consistencies that all children and all staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules '**Be Ready, Be Respectful, Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

### **Consistency in practice**

1. Meet and greet children by name each morning.
2. Refer to **Ready, Respectful, Safe** for how we do things at St Bernadette's
3. Consistent positive reinforcement
4. Consistent consequences
5. Model positive behaviours and build relationships
6. Plan lessons that engage, challenge and meet the needs of all children
7. Remain calm
8. Prevent before sanctions
9. Follow up every time
10. Always address children if they are not following the Behaviour Policy
11. No names on board.

### **Our School Rules: Be Ready, Be Respectful, Be Safe**

Children are to:

Make circles (lines) quietly.  
Walk around school.  
Use manners when speaking to anybody  
Use indoor voices  
Knock on doors before entering  
Take pride in their uniform.

**Be Ready. Examples:**

- We arrive at school on time, every time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We take part fully in lessons and demonstrate good learning behaviours – resilience, curiosity, active listening.

**Be Respectful. Examples:**

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know that we are all equal.
- We look after our school.
- We display good learning behaviours – collaboration, active listening.

**Be Safe. Examples:**

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

**Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St. Bernadette's we operate the following system.

At the end of the break the whistle is blown – all children stop what they are doing and stand still. Children are asked, and they line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

## **Rewards and Sanctions**

### **Rewards**

St. Bernadette's rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. We praise and reward children for good behaviour in a variety of ways:

Individual Dojo points

House points

Individual class initiatives

Positive recognition to parents at the end of the session/ day

Showing work to another adult/ class/ Headteacher

Good work postcards from the Headteacher sent home to parents

Reward from the Headteacher – choose from the Prize Box

Gain positions of responsibility, such as prefect status or being entrusted with a particular decision or project

Stickers

A range of certificates from class teachers and SLT

Visit to the Headteacher

House Team rewards, such as a popular activity.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. Brownie Badges, Swimming Certificates.

These achievements are celebrated with each Key Stage in the celebration assembly held every week. We also celebrate achievements on our newsletters, school website and our social media pages.

### **Dojo Points**

Children are rewarded Dojo Points for the 3 main rules – Be Ready, Be Respectful, Be Safe. Class teachers also use Dojo Points to encourage individual class behaviours.

### **To praise pupils for good behaviour/work/effort**

- To celebrate achievements and successes
- To value pupil's views and opinions and be fair and consistent throughout.
- To emphasise importance of being valued as an individual within the group.
- To act as positive role models displaying respect, honesty, trust, courtesy and consistency.

### **Sanctions**

*In class, playground and before and after school*

Gentle approach, use child's name, child level, eye contact, deliver message

#### **Stage 1.REMINDER:**

I noticed you chose to .... (notice behaviour)

This is a reminder that we need to Be (Ready, Respectful, Safe)

You now have the choice to make a better choice

Thank you for listening

*Example – 'I notice that you are running. You are breaking our school rule of being safe. Please walk. Thank you.'*

### **Stage 2. WARNING:**

I noticed you chose to .... (notice behaviour)

This is the second time I have spoken to you.

You need to speak to me for 2 minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to sit in a quiet area.

Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you today. Think carefully. I know that you can make good choices. Thank you for listening.

*Example – 'I have noticed that you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you.'*

### **Stage 3. THINKING TIME (in class):**

I noticed you chose to .... (notice behaviour)

You need to: Sit in a quiet area within the class.

I will come and speak to you in (Age appropriate \*).

*\*Reception - one minute time out.*

*\*Year 1 & 2 - two minutes time out.*

*\*KS2 - five minutes time out*

### **Playground and Before and After school club:**

I noticed you chose to .... (notice behaviour)

You need to : Stand with an adult for (age appropriate \*)and discuss the behaviour choices.

### **Stage 4. THINKING TIME (in another classroom):**

I noticed you chose to .... (notice behaviour)

You need to go and work in another class (see below)

I will come and speak to you when you return.

Thank you.

### **Any work missed must be made up at playtime.**

**KS1** (10 mins in another class – work must be sent with the child)

Y1 & Y2 → Reception

Reception → Headteacher's office.

**KS2** (15 minutes in another class- work must be sent with the child)

Y3 - Y5 → Y6

Y6 → Headteacher's office.

### Playground and Before and After school club:

I noticed you chose to .... (notice behaviour)

You need to: Stand with an adult for ten/fifteen minutes and discuss the behaviour choices.

### **Stage 5. FOLLOW UP, REPAIR AND RESTORE:**

If unacceptable/ disruptive behaviour continues, the behaviour will be dealt with by the Headteacher.

- Time out working away from class for allocated period of time.
- Child to complete a reflection sheet and discussed with an adult.
- Phone call / Meeting with parent arranged and recorded.
- Possible use of timetable to monitor behaviour/ individual behaviour.
- Targets.

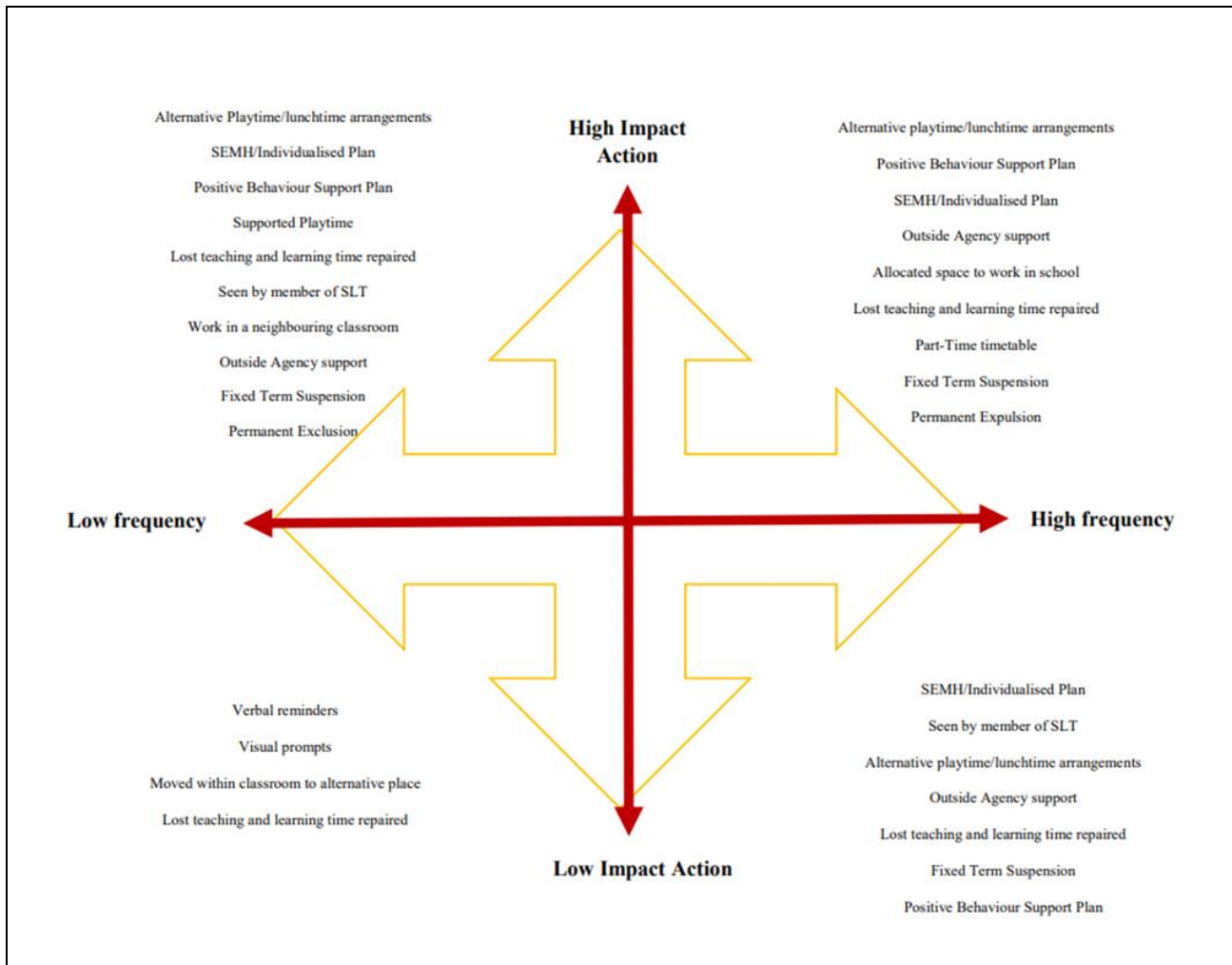
Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as:

- How did you make other people feel?
- Is there anything you wish you'd done differently?
- What can you do to put it right?
- Is there anything I can help you with, so it doesn't happen again?

At St. Bernadette's, we acknowledge that we require a system of support that can meet the needs of all of our children. We strive to be an inclusive, empathic and forward thinking school. When making decision about consequences and reparation work after an incident, we consider the impact that the action has had on themselves and other pupils and/or staff, as well as disrupted teaching and learning time. We also consider the intent of an action when making decisions about consequences. Sometimes, consequences are not always 'seen' by all but that does not mean that nothing has happened. We adopt the approach of praise in public and reprimand in private when this is deemed appropriate.

Our approach to supporting children in this way can be found in the diagram below:





When poor behaviour is identified, sanctions should be implemented consistently and fairly. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary

We have a range of disciplinary measures. These include:

- De-escalation techniques are used to help prevent further behaviour issues arising
- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in additional treats.
- Missing break time/lunch-time.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after

meal times; or removing graffiti.

Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on a behaviour plan for behaviour monitoring.

Extremely unacceptable behaviour (physical/verbal/racist/homophobic) will be reported to the Headteacher immediately. A phone call / face to face conversation to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class.

We adopt a supportive approach which allows pupils displaying social, emotional, mental health or behavioural needs access space away from other pupils for a limited period of time. If a child is unable to access the provided space as required, it may be necessary to ask the other children to vacate the original space. A separate room or area will only be used when it is in the best interest of all pupils. The pupil will remain the responsibility and in the care of at least one member of staff within the designated area (agreed in the individual pupil's plan.) We have a responsibility to ensure the health and safety of pupils and staff and any requirements in relation to safeguarding and pupil/staff welfare.

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.

They may have an **individual behaviour plan** agreed between the pupil, staff and parents. Our Headteacher, SENDCO and Pastoral Manager work together to provide this support. The support of outside agencies may also be sought where appropriate, in particular TESS (Targeted Educational Support Services) or an Educational Psychologist.

There is a **graduated approach to SEND** for pupils whose social, emotional and mental health needs present a barrier to achievement.

This is as follows:

- Quality First Teaching
- Small group support
- Nurture provision
- Support from outside agencies relevant to the needs of the child (CAMHS, TESS, Virtual Schools)
- An Early Help may be set up around the needs of the child and family.
- Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the school site or exclusion.

## **Bullying**

Bullying in any form is not acceptable within our community. The school recognises that children may abuse their peers physically and emotionally; this will not be tolerated. The school will take this seriously and address it through the same process as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues

themselves.

All adult staff will listen to reports of bullying and thoroughly investigate any incidents. The Headteacher will notify parents of children who have been involved in bullying activities immediately. *(For further details please see school's Anti-Bullying Policy)*

### **Child on Child Abuse**

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys' perpetrators of such abuse. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence
- sexual assaults
- nudes or semi nudes
- Initiation / hazing type violence and rituals.
- Abuse in intimate personal relationships between peers

Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in this school behaviour policy.

Victims, perpetrators and any other child affected by child-on-child abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

### **Safeguarding**

St. Bernadette's recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Leadership and Management Responsibilities**

The role of designated staff and leaders is to be highly visible and routinely engage with children, parents and staff to establish and model a behaviour culture.

They have a crucial role in making sure all staff understand and maintain behaviour expectations, included in the induction process. Leaders consider and organise staff training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a children's behaviour.

## **Staff Responsibilities**

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime teachers are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

## **Parents' Responsibilities**

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We communicate with home via: Class Dojo, phone calls, emails, face to face contact at the end of the school day, arranged meetings, parent's evenings.

It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them on the school website. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, 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. The Head teacher or a member of the senior leadership team may then be involved, and, if the concern remains, the school complaints procedure should be followed.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take

appropriate action in line with Local Authority policy.

### **Exclusion of a Pupil (see separate Exclusions policy)**

At St Bernadette's exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes:

- To act as a consequence of the chosen poor behaviour and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the wellbeing and entitlement of other children and staff in school.

Exclusions may be for either a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusions will only happen in response to a serious breach, or series of breaches of the school's Behaviour Policy or where the alternative forms of behaviour management have been shown to have failed.

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

### **Use of Reasonable Force**

Occasionally situations may arise in which physical restraint may be required. A member of staff, may use such restraint as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of following-

- causing personal injury or damage to property
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

We use individual risk assessments to support staff and children who may display these behaviours. They include practical methods to defuse the situation before restraint is used e.g. keeping calm, offering verbal prompts, guiding, steering or retreat (if appropriate). In a serious incident leading to physical restraint or where physical restraint has been resisted, parents will be informed.

### **Managing pupil transition**

At the end of the year transition meetings take place between the current classteacher and the receiving teacher. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged.

- Nursery visits/homevisits are made for our new starters in EYFS. There

is a well-planned induction process. Reception children are included in our 'Moving Up Days' at the end of the summer term.

- Y6 - 7 transition. Secondary school teachers attend our school and discuss the needs of the pupils going to their schools. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged. Children visit their secondary school at least once and additional days are provided e.g. Mini Olympics, Summer school. Vulnerable pupils have bespoke transition arrangements to Secondary school. Secondary SENCos are invited to summer term Care Plan Meetings/Early Help meetings.

- Y5 visit to prospective Secondary Schools.

### **Staff training**

Staff are trained to make sure that they collectively embody our school culture, upholding this behaviour policy at all times and responding to misbehaviour consistently and fairly. Staff receive adequate training, giving strategies to deal with a range of behaviour. This policy and its requirements are included in the induction process of any member of staff. Regular training is planned according to the needs of the children within the school. Some staff may attend specialist training to support children with specific behaviour needs.

### **Dealing with allegations of abuse against teachers and other staff**

Key points:

- Whilst all allegations of abuse must be taken seriously, the quick resolution of that allegation should be /will be a clear priority to the benefit of all concerned.
- In response to an allegation, staff suspension should not /will not be the default option. An individual should /will only be suspended if there is no reasonable alternative.
- Allegations that are found to have been malicious should /will be removed from personnel records and any that are not substantiated, are unfounded or malicious should /will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour policy. The school should /will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

We have clear procedures in place for dealing with malicious allegations against teachers and staff. The procedures make it clear that all allegations should be reported straight away to the head teacher. The procedures will identify the Deputy Headteacher, to whom reports should be made in the absence of the head teacher. In cases where the head teacher is the subject of the allegation or concern, the Chair or Governors. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

### **Confiscation of Personal Items**

- Children should not bring into school any personal items which are not part of their necessary school equipment.
- Children should not wear any jewellery to school including earrings.
- KS2 pupils may wear a simple watch which tells the time.
- No mobile phones should be brought into school unless by prior arrangement. These are kept in a secure box away from the child, collected at morning registration and returned at the end of the school day.

Any child found to have these items with them in class or on the playground will have them confiscated. All confiscated items will be stored securely and returned at the end of the day. School takes no responsibility for the confiscated items.

Power to search without consent for “prohibited item” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **School’s power to discipline beyond the school gate.**

We expect pupils to maintain positive behaviour off school site including use of social media.

Our aims are:

- To maintain good order on transport, educational visits etc
- To secure behaviour which does not threaten the health and safety of pupils, staff, the general public
- To provide reassurance to the public about school’s care and control over pupils and thus protect the reputation of the school.

We will respond to all non-criminal behaviour and bullying which occurs off the school premises to such an extent as is reasonable. We will follow this policy for any non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

*This is in accordance with DFE guidance.*

### **Monitoring of Policy**

Our pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of this behaviour policy.

We will also collect and analyse data from:

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

This policy will be reviewed regularly in line with the school's monitoring and review cycle and updated Government guidance.



# Think Sheet

**What went wrong?**

**What should you  
do instead?**

**How will you fix it?**

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# Behaviour Reflections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reasons for  
my behaviour

Description of my  
behaviour

Consequences of  
my behaviour

How do I feel?

How has my behaviour  
affected others?

Other consequence(s)

Plan for improvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



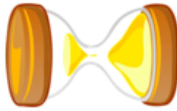


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Pupil

Parent

Teacher

**Appendix B**

<b>St. Bernadette's Behaviour Consequences</b>	
<b>Stage 1</b>	 <p>A <b>reminder</b> of the expected behaviour.</p>
<b>Stage 2</b>	 <p>A <b>warning</b> that you are breaking the school rules</p>
<b>Stage 3</b>	 <p><b>Thinking Time</b> in your own classroom.</p>
<b>Stage 4</b>	 <p><b>Thinking Time</b> in another classroom. Missed playtime to make up the lost time.</p>
<b>Stage 5</b>	 <p><b>Sent to Headteacher.</b> Name recorded in behaviour log and parents informed.</p>

## **Appendix C**

### St Bernadette's Catholic Primary School Governor's statement of behaviour principles

The Governors at St Bernadette's Catholic Primary believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Bernadette's Catholic Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Gospel values of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

#### Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- St Bernadette's Catholic Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school Growing Together in Faith, Love and Learning...
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.