

St Bernadette's Behaviour Policy

Our behaviour policy underlies all that we stand for at St Bernadette's - a respect for others and a willingness to do the right thing. This policy emphasises the positive approach we show to promoting good behaviour. Our Behaviour/Pastoral Care Co-ordinator is Mrs J Keegan-Hobbs and our SENCO (Special Educational Needs Co-ordinator) is Mrs Gitsham. Both have given a great deal of input into our policy as have the rest of our teaching staff. This policy is to be shared with children, parents/guardians and all staff within our school community in order that a whole school, whole community approach to promoting positive behaviour is obvious and effective.

There are 8 Key objectives in promoting positive behaviour in our school.

1. To foster an atmosphere throughout the school of security, warmth, acceptance, trust and respect where achievements at all levels of behaviour and learning are acknowledged and valued.

This objective is achieved through creating and maintaining the school's ETHOS as defined in the Mission Statement- Achieve, Believe, Care and School Prospectus.

Ethos and Aims

Our school aims to develop those values which Catholics believe reflect the gospel of Jesus Christ and the teachings of the Church. The basic religious ethos is to be found across the whole curriculum and is reflected in all areas of the life of the school.

Christian values permeate each area of experience and learning; in this way we endeavour to promote the formation of the whole person. The overriding aim of the school therefore is the Christian growth of the children, not simply their growth in their own faith, but their growing awareness of the world as a maturing and worshipping Christian.

In order to create an atmosphere which enables true Christianity to grow, we aim:

- to provide a caring, happy environment in which all pupils develop self confidence and self respect;
- to provide an environment in which all children can make a worthwhile contribution, where everyone is valued and everyone's needs are respected as important;

- to help the children realise that the school is a praying community, by highlighting the use of prayer as thanksgiving to God in times of need, both personal and communal;
- to emphasise the Christian ideal of service, by giving the children the opportunity to help people in need, both locally and universally. These Christian values are incorporated in our School Mission Statement, which has been agreed by the Governing Body and the Staff.

Where staff treat children courteously, respect their ideas, value their individuality, pupils learn by example and are much more likely to respect staff and to behave sensibly and considerately themselves. Moreover, relationships between children are also likely to be more positive and a less frequent source of difficulty within the school.

There are several strategies commonly used in St. Bernadette's to give our Behaviour Policy its foundation:

- direct contact with parents;
- open praise from teachers;
- peer group encouragement;
- class support and celebration of caring behaviour;
- dojos and weekly totals;
- merit certificates and our Special book
- whole school congratulation;
- praying together;
- celebrating Mass together;
- clear understanding of what comprises caring and responsible behaviour through clearly displayed classroom and school rules.

The cornerstone then of our Behaviour Policy is a preference for praise rather than reprimand and a respect for the community. Our classrooms and playgrounds should be places of give and take; stages for practising compromise and care. We are a listening school, aiming to respond to the needs of each other.

There are times when pupils need to face actions which are irresponsible and hurtful. Fighting, bullying, swearing and such anti-social and disrespectful behaviour

sabotage our desire to make all children feel reassured. In creating a just community these sorts of behaviour have to be confronted.

Our children not only enjoy celebrating achievements but they also understand when behaviour is unacceptable. There are agreed procedures for recording, monitoring and modifying behaviour which hurts others or damages property.

If a child does not follow school rules (minor misdemeanours) then he/she will be given a warning. After 2 warnings 5 minutes of play time or a dojo may be lost. If behaviour continues to be unacceptable or if a serious misdemeanour has occurred then the child will need to speak to the headteacher. Appropriate sanctions will be agreed between the Headteacher and child (possible loss of playtime, letters of apology, additional tasks etc.).

If an incident has been deemed really serious then the child will have their name entered in the Behaviour Book which is in the Headteacher's office. The children will know that their actions have caused disappointment when their name is entered. If there is a growing lack of self awareness and misdemeanours persist (i.e. entered 3 times for the same 'offence') or become very serious then BEHAVIOUR PLANS will need to be issued in consultation with staff, parents and the child. (SEN and pastoral concerns will be taken into consideration when behaviour plans are drawn up). The aim is that the pupils will be guided in setting new standards and experience personal growth through examining actions and feelings.

Other agencies may become involved in order to help the child to modify his/her behaviour. Advice from other agencies is important when deciding which strategies/interventions best support the individual needs of the child. What works for one child will not work for another; communication between the school, home and other agencies will help provide a way forward

As a last resort for extremely serious behaviour incidents or continual serious misbehaviour, which could impact on the educational welfare, health and safety of others in the school community, a child may be excluded (on occasion internally, or for very serious incidents, from the school building) for a fixed term or in extreme cases, permanently. This decision is never taken lightly and would be discussed with appropriate agencies. Governors will be informed of any exclusions and communication between governors and the Headteacher will take place before any permanent exclusions take place.

Through focusing on why unkind acts happen and how they affect others, we can lead our pupils towards experiencing the feeling self-worth.

2. To enhance children's self-esteem.

Pupils need to feel secure, happy, valued and wanted if they are to develop a positive self-esteem, be emotionally well-adjusted and so realise their true

potential. Self-esteem determines the use we make of our abilities throughout our lives.

Pupils with low self-esteem often lack self-confidence, which can result in a lack of attainment, both in and out of school. This can cause them to behave inappropriately which in turn can cause people to react negatively towards them. This then reinforces their low self-esteem. This is a vicious circle which many pupils don't have the insight or power to break.

Self-esteem is also crucial to developing assertiveness, which gives us the ability to express ideas, needs and feelings without resorting to aggression or submission. The enhancement of self-esteem is therefore, central to the effective management of behaviour and learning.

Frequent criticism or concentration on a pupil's shortcomings will spoil the chance of developing a positive relationship (one of the keys to effective behaviour management), undermine a pupil's self-confidence, damage his or her self-esteem and so reduce our chance of helping the pupil achieve success.

Reinforcing appropriate behaviour or celebrating achievements by giving pupils our time, approval and attention is far more likely to have a positive influence on their development both in and out of school.

The following strategies are designed to enhance self-esteem:

a) ***Curriculum Differentiation***

Build in success.

Break tasks into small achievable steps.

Give staff and peer support.

Constructive and encouraging marking of work

b) ***Rewards***

Verbal Praise is the most obvious and effective way of raising pupil self-esteem. Other rewards include:

i) Positive written comments/stickers in books;

ii) Dojos

iii) Merit certificates in assembly;

iv) Headteacher rewards;

v) Name recorded in Special Book;

c) ***Understanding and Recognising Behaviour***

There are various strategies we can use which focus specifically on improving a pupil's behaviour. The strategies need to improve self-esteem and focus of specific behaviour targets. These strategies include:

i) Circle Time/Nurture group;

- ii) Rewards as above;
- iii) Pupil-Teacher-Parent partnership
- iv) Personal Targets (Behaviour Plan)

3. To encourage a whole school approach to behaviour and learning in order that all members of the school community operate consistently within a framework of agreed practice across the school- a shared responsibility

The whole school approach is encouraged through the involvement of all school community members (Governors, Staff, Parents and Children) in the regular review, development and dissemination of the Behaviour and Learning Policy. This involvement takes place through:

Whole School Consultation

Consultation takes place involving Governors, Staff, Parents and Children regarding expectations of each other. The clarification of responsibilities determines reasonable expectations of behaviour and learning.

Governors' Curriculum Committee

Staff Meetings addressing Behaviour and Learning priorities identified on the School Development Plan

Parents Meetings, individual case conferences with the Headteacher

Class discussion e.g. when developing classroom Codes of Conduct

Dissemination of agreed practice through:

- School Prospectus
- Display of Codes of Conduct in key areas e.g. Classrooms, playground and school corridors
- Display of School Mission Statement
- Home/School Agreement

4. To provide a clear Code of Conduct.

Expectations about behaviour must be clearly established through a Code of Conduct. We should not assume that children know how to behave instinctively. Rules, expressed as a Code of Conduct, are an essential part of school life. They should:

- be realistic and fair;

- derive from the principles underlying the Behaviour and Learning Policy;
- be clear and unambiguous - designed so that children know exactly what the goals and expectations are.
- apply to all children and adopted by any adults who are either employed at, or visiting the school;
- be phrased positively: rules stated as positive expectations provide non-threatening assertive guidelines e.g.

"Don't run in the corridor" becomes "walk in the corridor because we don't want anyone hurt."

"Don't shout" becomes "use your quiet voice so that you don't disturb other children who may be working"

- be limited to 5 or 6;
- be visible as a list - in words or pictures - as a visual reminder.

St Bernadette's Code of Conduct

Be kind to others and respect their property

Look after everything and everyone in our school

Be polite, respectful and show good manners

Move around the school calmly and quietly

Listen to others without interrupting

Always tell the truth

Make every moment a learning moment.

These rules were created and amended by the school council after consultation with staff and children.

They reflect our school mission - Achieve, Believe, Care
By caring about those around us, we are living as Jesus lived.

By understanding and acting on this code of conduct, we all feel happy and safe

5. To provide a balanced combination of rewards and sanctions within a positive, supportive community

There should be a healthy balance between rewards and punishments - both being clearly specified.

We should catch the children being good.

Sanctions used at St. Bernadette's are:

- Removal of privileges (playtime) or dojos
- Consultation with Headteacher
- In extreme cases - consultation with parents / behaviour plans

A punishment is most effective when it is given as soon as possible after the problem behaviour has occurred.

Avoid punishments which humiliate pupils. This makes good relationships between staff and pupils impossible.

Through positive recognition of good work and good behaviour we can make misbehaviour a less attractive way of obtaining attention.

6. To promote firm action against Bullying.

All schools need effective strategies to deal with bullying. The emotional and mental distress caused by bullying can have a severe adverse effect on children's behaviour and learning in school - both directly and where it leads to absence from school.

In general terms:

'WE ARE A TELLING SCHOOL'

The staff regularly describe the policy in assemblies.

1. It is unacceptable for children to be hurt verbally or physically.
2. If it happens, children are told to tell someone.

The Headteacher will be personally involved with those concerned.

Responding to Bullying

We are committed to confronting bullying in our school through declarations we have made in our Mission Statement:

"... providing a Catholic school where all its members can feel safe, secure and valued

Our response to bullying is based on four premises:

- bullying is a national problem which is only marginally acknowledged;
- school bullies may become violent adults;
- victims of bullying can be damaged for life;
- as a staff we can confront bullying if we are consistent, compassionate and firm.

Our agreed strategy for responding to Bullying is:

1. Acknowledge its existence.
2. Listen to the victim and offer reassurance and support.
3. Deal firmly with proven bullying, involving parents when necessary and making sure that the bully understands the suffering caused.
4. Make it clear to all pupils that bullying will not be tolerated.
5. Reassure our parents that incidents of intimidation and bullying will be taken seriously.
6. Involve our older pupils in our anti bullying stance by setting an example.
7. Emphasise at every opportunity, and especially in profiling and personal development, the benefits of learning and playing peacefully.

There is a worry box by the photocopier where all children are encouraged to write if anything is worrying them. This can be used to identify bullying or children who need to talk about their worries- and children may be spoken to by HT or in Nurture Group

Cyber/Online Bullying

What is cyber- bullying?

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

1. Text messages —that are threatening or cause discomfort
2. Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. Social Network Sites (Instagram, Facebook, Twitter, Snapchat) bullying — menacing or upsetting responses to children or young people when they are use Social Network Sites
6. Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using Facetime etc
7. Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites) although there are others.

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL - Tell You Later) make it difficult for adults to recognise potential threats.

7. To promote increasing independence and self-discipline so that each child learns to accept responsibility for his or her own behaviour and learning

Classroom Management and Organisation

It is important that classroom management and organisation is well thought out. Good classroom management and organisation will promote increasing independence and self-discipline and will help to prevent problems from occurring.

1. *Routines*

Prompt start/end of lessons/school day e.g. Registration;
Procedures for times when unable to assist pupils;
Meaningful tasks for pupils who have finished work;
Procedures for dealing with unfinished work;
Places to leave work which requires marking.

2. *Responsibilities*

Opportunities for children to exercise responsibility as monitors;
Fair distribution of classroom responsibilities;

3. *Classroom Lay-out*

A classroom should be a place of work;
Everything possible should be done to facilitate ease of movement;
Class teacher work station to be seen and heard by all children,
Resources should be available/accessible.

4. *Safe and Tidy*

A specific place for everything should mean a classroom is safe and tidy;
(This is the responsibility of the whole class and not just the teacher);
Monitors should be appointed.

Make sure all children's work is valued through display. This will reinforce self-esteem and learning.

8. To encourage children to take responsibility for their own actions and behaviour.

Adults must take responsibility for teaching, modelling strategies for resolving conflict, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Strategy for resolving conflict:

Others listen with no interruptions;
Encourage them to maintain eye-contact;
Each child has a turn to say:
What the other(s) has/have done to upset them.
How they feel about it.
How they would like them to behave in future.

No-one is allowed to interrupt or argue.

They go on taking turns until everyone has finished.

The adult is there as referee, not as part of the discussion. S/he makes sure that turns are taken, that children stick to the three steps, and that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take the appropriate action.

During playtimes Year 6 Buddies are available to intervene when minor skirmishes arise. They are also available to give advice on how to resolve conflicts. If they are unable to resolve the conflict they will seek the advice of an adult.

Prefects in Sapphire Class also have a role to play in moulding good behaviour. They play with younger children under the guide of the duty teacher on wet playtimes, demonstrating how to be responsible members of our school community through mediation and their interaction with others.

The code of conduct has been reviewed and agreed by the school council, staff and governors.

May 2018

Signed:

Mrs J M Keegan-Hobbs
Headteacher

Date: May 18

To be reviewed: May 2020

Signed:

Ms Marese O'Dwyer
Governor

