



Parent Information Evening for Behaviour

September 2022

Behaviour Policy

A full version of the school Behaviour and Inclusion policies can be found on our website.

The behaviour policy and behaviour management systems aim;

- To have a positive emphasis on earning rewards.
- To encourage a shift towards the children being responsible for their own behaviour.

School Rules

Provide a consistent approach to behaviour management by promoting good relationships and positive behaviours.

- We will look after each other and our school
- We will try our best
- We will be honest
- We will listen and follow instructions

The school rules are on display throughout the school and are referred to by all staff.

They are shared with the children every half term or more regularly, if needed.


Non-negotiables

Promoting high expectations



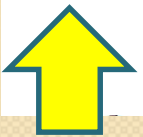
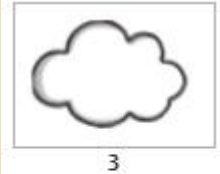
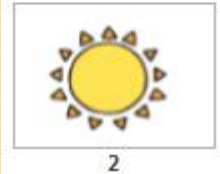
At St Bernadette's...



- 1.** We are proud of our books and have respect for them.
- 2.** We use cursive handwriting.
- 3.** We use one digit per square. 
- 4.** We underline our date and LI with a ruler and a pencil. Tuesday 23rd October 2018
- 5.** We write the decimal point on the line.
- 6.** If we make a mistake we put one line through it using a ruler. ~~mistake~~
- 7.** We stay focused and on task.
- 8.** We show good listening skills.
- 9.** We stay in our seat.
- 10.** We use respectful behaviour.
- 11.** We ask challenging questions about our own learning.
- 12.** We have high expectations of ourselves.
- 13.** We use adventurous vocabulary.
- 14.** We walk respectfully around our school.
- 15.** We walk silently to Collective Worship.

Non-negotiables are up in all classrooms and are referred to by all staff.

They are shared with the children every half term or more regularly, if needed.



All children start their day with their name/picture placed on the 'sunshine' visual.

Children are encouraged to follow our school rules to earn themselves movement up towards the 'rainbow' visual.

Once there they can earn 'Golden Time'.

Once 'Golden Time' is earned it cannot be taken away. Instead the consequence ladder is used to address inappropriate behaviour.



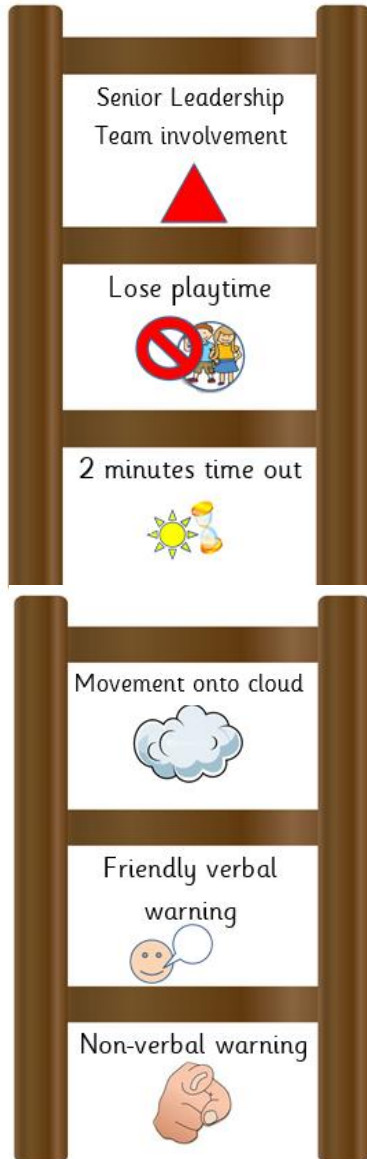
'Golden Time' has an allocated slot during each school day.

Teachers discuss and involve the children in possible 'Golden Time' activities.

Children have a fresh start for the AM and PM sessions in order to promote responsibility for their own behaviour.

Each child's name is returned to the 'sunshine' visual after lunch.

Consequence ladder- KSI



All classrooms have a red triangle to be used in the event of a medical or behavioural emergency.

Serious incidents are dealt with by members of SLT.

WWJD form completed and incident recorded on school system.

What Would Jesus Do?

Name: _____ Class: _____ Date: _____

| | |
|----------------------|-----------------------------|
| What did you do? | What rule did you break? |
| What would Jesus do? | What do I do in the future? |

Signed _____ Position _____



Children start their day on the green traffic light.

Once golden time is earned it cannot be taken away. Instead a consequence ladder is used to address behaviour.

Children have a fresh start for the AM and PM sessions. Their name/picture is moved back to green regardless of where they were.

Once the child's name has been moved up to the 'Golden' light they can start earning minutes of their golden time.

Lower KS2
Y3/4

'Golden Time' has an allocated slot during each school day.

Asking the children what they would like to do during 'Golden Time' is more motivating than just telling them.

Consequence ladder- Lower KS2



All classrooms have a red triangle to be used in the event of a medical or behavioural emergency.

Serious incidents are dealt with by members of SLT.

WWJD form completed and incident recorded on school system.

| What Would Jesus Do? | |
|----------------------|-----------------------------|
| Name: | Date: |
| What did you do? | What rule did you break? |
| What would Jesus do? | What do I do in the future? |

Signed _____ Position _____

During each lesson a 'green tick' can be earned and are recorded in each child's individual planner. A maximum of 3 ticks per session can be earned.

Planners must be in school everyday.

For every green tick that is earned the child receives 1p. Pennies can be placed in their 'piggy bank' at the end of the week.



Earned pennies can be used to replace broken equipment.

Once 'green ticks' are earned they cannot be removed. See consequence ladder.

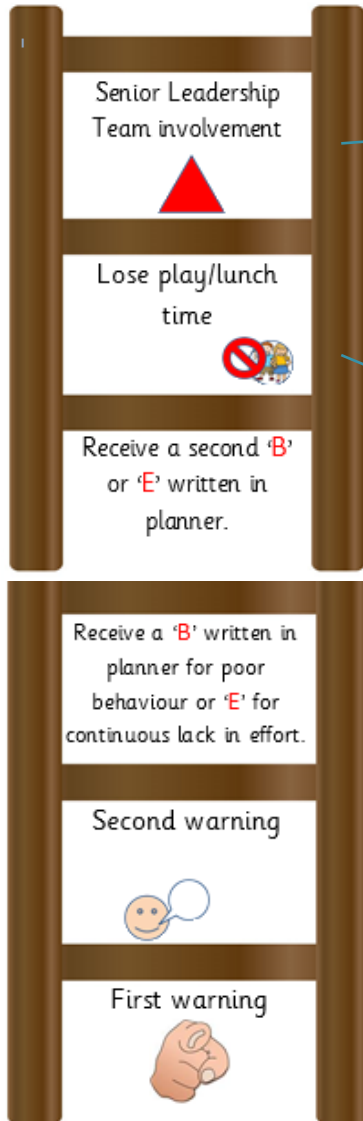
Weekly 'high earners' (children who are consistently receiving all their ticks per session) can receive additional ticks- adult discretion.

Each half term a reward morning or afternoon is held where the children can spend their pennies.

Additional ticks can be earned for hmk.



Consequence ladder- Upper KS2



All classrooms have a red triangle to be used in the event of a medical or behavioural emergency.

Serious incidents are dealt with by members of SLT.

WWJD form completed and incident recorded on school system.

What Would Jesus Do?

Name: _____ Class: _____ Date: _____

| | |
|----------------------|-----------------------------|
| What did you do? | What rule did you break? |
| What would Jesus do? | What do I do in the future? |

Signed _____ Position _____

Bernadette Beads/Values

Bernadette's Beads Recording Sheet



| | Date | Signature |
|--|------|-----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| BRONZE CERTIFICATE - CONGRATULATIONS! | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |
| SILVER CERTIFICATE - CONGRATULATIONS! | | |
| 21 | | |
| 22 | | |
| 23 | | |
| 24 | | |
| 25 | | |
| 26 | | |
| 27 | | |
| 28 | | |
| 29 | | |
| 30 | | |
| GOLD CERTIFICATE - CONGRATULATIONS! | | |

Each half term we focus on one Christian Value e.g. Generosity.

When the children show actions to match this Value they receive a 'Bernadette Bead'. This is placed in the display jar by the front entrance.

The adult who gives the bead signs the child's planner. Children can collect bronze, silver and gold certificates for the amount of beads they earn.

We have lunch time rules on display;

- We use our manners
- We use cutlery to eat our hot food
- We stay in our seats whilst eating
- We use quiet voices to speak to others
- We clean up after ourselves



One way system in and out of the hall.



The house has the most counters at the end of each term earn extra minutes of play time.

House points are given to any child following the lunch time rules. These are in the form of counters.



Counters are then placed inside a box which match each house colour.

'Star of the Week' certificates are given weekly to one child per class for Maths and English. This is for effort and achievement in each area.

House point counters are given out during break and lunch time- linked to following the school rules.



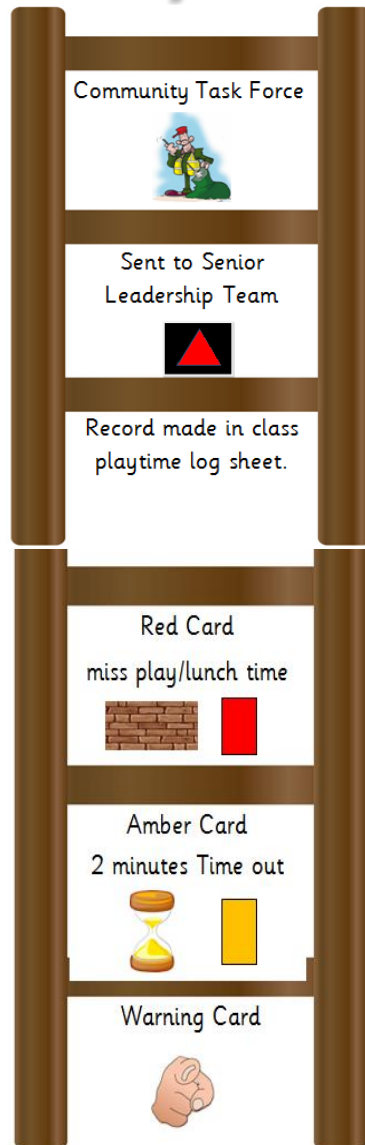
The 'Spirit of St Bernadette's' certificate is given weekly to one child per year group. This certificate is given to a child who shows our school values and has role model attributes.

Each child's photo is added to the display in the entrance area when they achieve the different values beads certificates.



The 'Spirit of St Bernadette's' award winners receive a special treat with.

Playtime Behaviour Management



House point counters are given out during break and lunch times and placed in the house box.

Every member of staff has a warning card pack to manage persistent behaviour on the playground.

A ladder of consequence is used where necessary.

If a child receives 3 red cards over the course of 2 weeks they will be placed on the 'Community Task Force'.

All staff use a 'Positive Playtime' approach focusing on using positive language to solve any disputes that may arise.

Strategies for Low-level Behaviour

At St Bernadette's we avoid raising our voices. Clapping patterns that the children repeat back, the use of a percussion instrument and non-verbal signals are effective ways of gaining the class' attention.

- ❖ Non-verbal cues or signals
- ❖ 'The Look', moving closer, visual prompts
- ❖ Catch them doing the right thing
- ❖ Class reward system used
- ❖ Verbal praise
- ❖ Stickers/notes home
- ❖ *"We will discuss that later."*
- ❖ Simple, calm statement of fact describing the inappropriate behaviour.
"John, you are talking."
- ❖ Simple clear statement of desired behaviour followed by *"Thank you"*.
Using thank you implies compliance. *"Shirts tucked in. Thank you."*

Strategies for Low-level Behaviour

- ❖ Redirection. This reminds the pupils of what they should be doing and avoids getting involved in a discussion about inappropriate behaviour.
- ❖ Rule reminder “*At St Bernadette’s we...*”
- ❖ Link back to the displayed non-negotiables
- ❖ Asking a prompt question to show that inappropriate behaviour has been noticed “*What’s happening here?*”
- ❖ A repeated statement of direction using the pupil’s name and “*Thank you*” at the end. The language remains unchanged until the instruction is followed.
- ❖ Choice or consequence. This enables a pupil to take responsibility for his/her actions. “*Sally if you continue to disturb John, you are choosing to work alone.*”
- ❖ Time out
- ❖ Cool down areas
- ❖ Sensory POD/Explore provision
- ❖ Given a job to reinforce responsibility

Zones of Regulation

At St. Bernadette's, we recognise the importance of promoting positive mental health and emotional wellbeing.

We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions.

From September 2022 we are implementing the Zones of Regulation curriculum. The aim is to teach our children to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

If you want to find out more please attend the Parent Hub session on **Tuesday 20th September @ 5pm.**



Any Questions?

**Please fill in the feedback
form**