

# Policy: Behaviour

## Date: September 2025

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

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

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Date created: June 2014, reviewed and updated annually in July updates May 2020 in light of phased wider reopening of schools during Covid-19 pandemic approved FGB 18/05/2020, updates 24/09/2020, July 2023 and July 2024, July 2025

Responsible: Inclusion Manager/Head teacher

Responsible Committee: Statutory

Date to be reviewed: July 2026 or at the discretion of Head teacher unless otherwise required due to new legislation



# Behaviour and Discipline Policy

Loving, serving and growing together with Jesus  
Diocese of Northampton Milton Keynes Council

## 1: Purpose

By implementing our mission statement and aims, we reaffirm that every member of our school community has a right to:

- recognition of their unique identity;
- feel valued and be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

With rights come responsibilities, so St Bernadette's Behaviour Policy and Written Statement of Behaviour Principles (see appendix 11) are, therefore, designed to support both children and adults in working together to establish and sustain a culture of responsibility and co-operation. It aims to promote a learning environment where everyone feels happy, safe and secure, and enables children to become positive, responsible and increasingly independent members of both the school and wider community.

Our behaviour policy is primarily concerned with developing a consistent approach to behaviour management by promoting good relationships and positive behaviours, so that we can work together with the common purpose of helping everyone to learn.

"A whole school approach takes time and we need to accept and allow for fallibility in ourselves and others. If we focus on the school as a whole, the journey and outcomes will be more effective." (Behaviour Management - A Whole School Approach p 12: Bill Rogers 1995)

"Effective behaviour management is essential to the smooth running of a school and in the creation of an environment where everyone's rights and responsibilities are addressed." (Behaviour Management - A Whole School Approach p 12: Bill Rogers 1995)

## 2: The Learning Environment

"..where pupils are provided with a pleasant environment they respect it, and where they have contributed to it they treat it as their own." (The Elton Report 1989)

Our positive whole school rules and whole school non-negotiables (see section 3.3 and appendix 10) are taught and explained at the beginning of the Autumn term and reviewed at regular intervals during the school year, with the children. These are prominently displayed and referred to regularly by both pupils and staff. If in the instance children are learning remotely, online non-negotiables and expectations will be referred to, managed and shared with the children (see appendix 2 & 10). Systems in place that underpin these include:

- Simple, clear and predictable routines
- Use of visual cues
- Effective organisation of staff, resources and furniture
- Seating plans

- Positive feedback for all children
- Consistency of approach by all members of the community
- Usage of appropriate language e.g. “you have a choice...,” “at St Bernadette’s we...,” “the rule is...;”

## 2.1 Zones of Regulation

Across the school, the Zones of Regulation Approach has been implemented.

The Zones of Regulation approach ‘*teaches children scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state*’. (Kuypers, 2011).

This approach utilises a variety of tools and strategies for regulation including: prosocial skills, self-care and overall wellness. Children explore tools and strategies for, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation approach provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel, and the states of alertness we experience into four concrete coloured zones. During the Autumn term, children build skills in emotional and sensory regulation, executive functioning and social cognition. The overall aim across the school year is for children to become more independent in regulation while also honouring and respecting each child and their unique self.

The zones are as follows:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation or terror when in the Red Zone. A loss of control.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however you are described as having more control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when a person feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the approach focuses on teaching children how to recognise and manage their Zone based on the environment, its demands and the people around them. Children are celebrated for using their ‘tools’ to manage and regulate their emotions, either through praise or recognition.

## 2.2 Virtues

Our community is based on core Christian Virtues, which foster a positive learning environment, helping us make decisions about how we behave, creates a stronger sense of community and improves our social and relationship skills. They are a guide to how we live our lives, influencing our attitudes and actions, encouraging us all to take responsibility for our own learning and behaviour. Sometimes, when we are so busy in life, we forget the

virtues that are important. So here at St Bernadette's we focus on one Christian Virtue per half term.

We have a main entrance display where all of our core Christian Virtues are displayed. When someone in our school shows a core Christian Virtue, they have the opportunity to earn a 'Bernadette Bead' and place it in the vase on display. We celebrate each virtue in key stage Collective Worship, in class with focused lessons and through circle time activities. Each time a child has earned a Bernadette Bead they must get an adult to sign and date their recording sheet (see appendix 7) in their school planner. When the set amount of Bernadette Beads is collected, a bronze, silver or gold certificate is received and sent home.

It is not just the children who learn about virtues in our school, it is also the adults. Our adults are role models for each Christian Virtues and can even earn 'Bernadette Beads' themselves. In this way we truly are *loving, serving and growing together with Jesus* whilst taking responsibility for our behaviour.

### **3: Behaviour Policy**

Our school behaviour policy is based upon the 4Rs: rights, responsibilities, rules and routines. We achieve positive behaviour management through a balance of rights and responsibilities.

#### 3.1 Rights:

Everyone at St Bernadette's has the right to:

- feel safe and happy;
- learn;
- be treated with respect

These rights are non-negotiable and management of undesired behaviour needs to focus on the rights that are affected.

#### 3.2 Responsibilities:

Rights and responsibilities go together. Children have to know how to take responsibility for their actions, and therefore need to be in a climate where this can happen. Taking responsibility for their own behaviour encourages them to take risks, make mistakes and thus develop management of their actions.

##### 3.2.1 Roles:

###### The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 11).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

###### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board and Inclusion Manager, giving due consideration to the school's statement of behaviour principles (appendix 11). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with inappropriate behaviour and will monitor, with the support of

the Inclusion Manager, how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and reporting to members of the senior leadership team (SLT) where appropriate.

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, SLT or Headteacher promptly
- Report any major concerns or incidents of bullying to the Headteacher.

### 3.3 Rules:

The mechanisms by which rights and responsibilities are translated into adult and child behaviour. Our School Rules are positively phrased, clearly visible and referred to consistently, predictably and regularly, by all staff. They are displayed in every room in the school:-

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

See also 4.1.1. for our Lunchtime Hall Rules

### 3.4 Routines:

The structures which underpin the rules and reinforce the smooth running of the classroom. The more habitual the routines become, the more likely they are to be used. The school day comprises a series of routines, particularly at times of transition, as listed below:-

- Morning Activities and Early Work
- Lining up
- Changing between lessons
- Collective Worship
- Giving out resources

- Appropriate noise levels at appropriate times
- Playtimes
- Reading sessions
- Afternoon activities and afternoon work
- End of the day
- A one-way system through the corridors and through the lunch hall is in place
- Clear rules and expectations for the toilets will be shared with the children
- Clear rules around hand and respiratory hygiene are regularly referred to.

Certain items are prohibited during lesson times, including; sweets, chewing gum, toys and mobile phones. If mobile phones are brought into school, they must be put into a special box in the office at the start of the day and collected at the end of the day. If such items are found on children during lesson time, they will be confiscated by any member of staff.

Appendix 1 shows suggested strategies at whole class, group and individual level for routines.

## **4: Rewards and Consequences**

### 4.1 Rewards- Certificates

Every week one child per class is selected for their efforts in Maths, Literacy and for being the 'Spirit of St Bernadette's'. These children are celebrated in our weekly assembly where they receive a special certificate to take home. Any child awarded the 'Spirit of St Bernadette's' certificate attends a special celebration at the end of the half term with a member of SLT.

#### 4.1.1- House points

At St Bernadette's we are one community and teamwork is heavily encouraged. When children follow our school rules they are rewarded with house points, which go towards a half termly total for each house. The house group winner at the end of each half term are given extra break time as a team reward.

During lunch time, house points are given to children by staff in the form of counters which are then placed inside a coloured coded box to match each house. House points are given in line with our Lunchtime Rules:

- 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.

#### 4.1.2 Key Stage 1 (Years 1 and 2) specific rewards

In KS1 all children start their day with their name placed on the 'sunshine' visual. Children are encouraged to follow our school rules to earn themselves movement onto the 'rainbow' visual, which in turn earns minutes towards 'Golden Time'. 'Golden Time' is an allocated slot at the end of the week. Children have the opportunity to sign up to a range of motivating activities during this time. Children have a fresh start for the AM and PM sessions in order to promote responsibility for their own behaviour. Once 'Golden Time' is earned it cannot be taken away. Instead, a ladder of consequence is referred to (see section 4.2). At the end of every day, 10 minutes is allocated for quiet and calm down time, where a class book is read with the children.

#### 4.1.3 Lower Key Stage 2 (Years 3 and 4) specific rewards

In lower KS2 the system in place is similar to KS1, however 'Traffic Lights' are used. The children start their day with their name placed on the 'green' light and then work their way onto the 'golden' light. If the children remain on the 'golden' light by the end of the session, this in turn earns them minutes towards 'Golden Time'. 'Golden Time' is an allocated slot at the end of the week. Children have the opportunity to sign up to a range of motivating activities during this time. Once 'Golden Time' is earned it cannot be taken away. Instead, a ladder of consequence is referred to (see section 4.2). At the end of every day, 10 minutes is allocated for quiet and calm down time, where a class book is read with the children.

#### 4.1.4 Upper Key Stage 2 (Years 5 and 6) specific rewards

In upper KS2 children are starting to prepare for transition to secondary school and this is emphasised through our behaviour management system. For each lesson a 'green tick' can be earned for following our school rules. The 'green ticks' are recorded inside each child's individual planner, which is why it is imperative the children bring their planner to school daily for their ticks to be recorded and monitored. For every green tick that is earned the children receive virtual pennies, which are paid at the end of the week. Each half term a reward opportunity is given where the children can spend their virtual money. In addition, any weekly 'high earners' who are consistently receiving 'green ticks' will be rewarded with additional activities such as laptop time or extra break time but this remains at the teachers' discretion.

#### 4.2 Consequences:

Children who are not following a particular rule will be reprimanded through a consistent 'ladder' of consequences. These increase in severity if the behaviour does not improve. Strategies are used to encourage the child to improve their behaviour, such as highlighting positive behaviours and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the underlying cause of the behaviour. Teachers are mindful of students that have 'Home-School Plans' or 'Education Health Care Plans' due to their specific needs and will discuss this with the Inclusion Manager. Such children, for example, a child with autism, may have their own system that fits their needs more specifically and will not be expected to follow the consequences ladder in the same way as other children. See Appendix 2 for the content of the Key Stage specific consequence ladder that is displayed in all classrooms.

### **5: Behaviour Management**

The most successful interaction with pupils is when it refers to the rules and is therefore not directly aimed at the pupil personally. Appendix 3 outlines a range of behaviour management strategies. It is not exhaustive but comprises strategies from the least to most intrusive to learning, where teaching is interrupted. This is an eventuality that should be avoided as far as is possible, as the teachers are here to teach, and the children are here to learn.

Throughout the year, the Inclusion Manager organises and leads a range of professional development sessions with all teaching staff. This starts with an INSET in the Autumn term outlining the key behaviour management approaches used within the school. A similar session is shared with parents later on in the Autumn term.

A child who exhibits challenging behaviours does not necessarily have SEND; thorough investigation is undertaken as to what the behaviour is a symptom of. This will include looking at teaching, management and individual pupil analyses.

Any additional support and interventions put in place for the child will be discussed and agreed upon with parents, and any observations made or support required at home will also be discussed, in order to plan effectively for the child. Interventions and additional support will then run for two review cycles before a formal review takes place. These will however be regularly reviewed as part of an ongoing teaching and learning process, and support for

individual children will be recorded on a year group provision map. Specific outcomes set using the FACT will be agreed upon. All SEND support staff have the opportunity to attend training from PEP MK and MK council, alongside regular 'in-house' training from the Inclusion leader, which covers a range of areas of need and strategies to support. Please see our school Inclusion policy for more information on provision for children with SEND and how we support transitions for all children. In addition, the school website has information around supporting transition at home <https://www.stbernadettesschool.com/transition/>

Where inappropriate behaviour is witnessed by staff outside of school, the child may be reprimanded in the same manner as highlighted in the behaviour policy, including verbal warnings or reporting the child to their parents or authorities if necessary, if the child is:-

- on a school trip or visit somewhere
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at this school.

Misbehaviour at any other time can also be challenged outside school if it:-

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Some behaviours are more challenging than others. Appendix 4 outlines possible scenarios and strategies for dealing with more challenging behaviour. In most instances an adult's usual behaviour management strategies and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, all staff must intervene to "regulate the conduct of pupils" (Education and Inspections Act, 2006).

Steps, such as dialogue and diversion should always be taken initially.

### **Searching Pupils**

In some circumstances, screening and searching pupils may be necessary. If this is the case, then the following points should be noted:

- Staff must have good grounds, such as the risk of injury to persons or damage to property.
- Searching without consent is condoned if the pupil is suspected to be carrying a weapon, alcohol, illegal drugs, stolen items, cigarettes, fireworks or pornographic images. Searching may also be required if the pupil is carrying chewing gum, sweets, large amounts of money, communication devices such as a mobile phone during lesson times, or items that may be offensive to other children or staff.
- Where possible, other staff should be present to assist or to act as a witness.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (recorded within the electronic behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary. Members of staff will follow up any behaviour or discipline problems with children in their care. Should the occasion arise, they seek advice from senior members of staff who, in turn, must support readily, while judiciously balancing the problems of a difficult pupil, with the need to establish acceptable standards of behaviour. Any incidents of behaviour that require a WWJD form (appendix 6) are recorded on our SIMs system next to the child's individual file. Any serious incidents of behaviour are recorded as stated above but also recorded separately by the Head teacher and Deputy Head teacher.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents, in accordance with this policy, if we have concerns about their child's welfare or behaviour. Equally, parents are strongly encouraged to initiate contact with the school if they have information or concerns that need to be brought to our attention.

All responses must be proportionate, and the pupil's age, special educational needs or disabilities, or religious requirements they may have must be taken into account (*Education and Inspections Act, 2006*).

Where a child is found to have made a malicious accusation against a member of staff, where a child is identified as being at risk from harm, or whether continuing disruptive behaviour is because of unmet educational or other needs, the school's Safeguarding Policy may be followed or external agencies involved to develop an individual behaviour plan for that child. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### 5.1 Positive Playtimes

As a school we are aware that playtimes and lunchtimes can be a source of worry and tension for some children and as a result we implement 'Positive Playtimes'. This initiative creates happy and calm playtimes and lunchtimes that encourage children to play with their peers cooperatively and fundamentally fosters an outside environment that children and adults enjoy being in. Children have the opportunity to use a variety of equipment and go into zoned areas where key activities take place. We encourage our children to develop their social and relationship skills through traditional games, which our adults and playground 'Buddies' lead.

Children can earn house point counters during play and lunch times for demonstrating appropriate behaviour linked with following our school rules and Values. However, when behavioural issues arise on the playground we use a behaviour management system that mirrors our classroom system (see appendix 8 for playtime consequence ladder). The adults will ensure all other positive strategies have been applied before the consequence ladder is used. In this instance the adult will work through a series of warnings before a more serious consequence is put in place. An initial warning card will be shown when inappropriate behaviour is displayed and is the first step on the ladder, if the behaviour continues after this then an amber warning card can be shown and the child involved must take a 2-minute time out. If, after all previous warnings, the behaviour does not improve, a red card is shown and the child misses the rest of their play or lunch time. When a red card is shown the adult giving the red card must inform the class teacher.

Any child who receives 3 red cards over the course of 2 weeks will automatically be placed on our school 'Community Task Force' programme which is a restorative approach to encourage individuals to take more responsibility for their behaviour. Additionally, if a serious incident occurs, and/or support is required, a red triangle is sent to a member of the Senior Leadership Team (SLT).

## **6: Critical Incidents:**

Serious incidents, such as the ones listed below, are known and displayed amongst the children as a 'Severe Action' and must be reported to a member of SLT and recorded via the electronic system. In these instances, a Red Triangle (located in all classrooms and on all adults' dongles) is sent to a member of the SLT. These incidents include:

- Any physical confrontations between pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Bullying
- Prejudice relating to race, gender, disability, religion or belief (*Equality Act, 2010*)- please see table on p13 for full list.
- Swearing
- Incidents of smoking, solvent or drug abuse
- Pupil absent from the site without permission
- Malicious accusations against members of staff
- Purposely spitting or coughing in the direction of another person.

The child will fill out a 'What Would Jesus Do' form, and the incident will be recorded on CPOMS - the electronic reporting system. If CPOMS is not available/accessible, a reporting form will be completed by the member of staff that initially dealt with the incident (see Appendix 5 and 6). All such incidents will lead to the parents being informed, and an appropriate severe consequence decided upon. This could potentially involve a fixed term or permanent exclusion. Exclusions would only be used as a last resort. Please also see Appendix 9 for guidance on how biting incidents are managed.

### 6.1 Harmful Sexual Behaviour and Sexual Harassment

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010).

#### **Abusive behaviours are:**

- Intrusive behaviour.

- May involve a misuse of power.
- May have an element of victimisation.
- May use coercion and force.
- May include elements of expressive violence.
- Informed consent has not been given (or the victim was not able to consent freely).

**Violent behaviours are:**

- Physically violent sexual abuse.
- Highly intrusive.
- May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator.
- May involve sadism.

**Sexual harassment**

Sexual harassment, is unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

6.2 Creating a supportive environment

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

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

- Listening to what the child has to say and respond calmly and non-judgementally.
- Talking to children about sexual development and healthy relationships (including consent). This is taught through our RSHE curriculum throughout the school.
- Talking to parents and carers during an information evening for our RSHE curriculum and support, where necessary, in having age-appropriate discussions.
- Let the children know they can always talk to staff at school if they are ever worried about anything.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensuring pupils know they can talk to staff confidentially through RSE programme, Anti bullying programme, Online safety programmes, assemblies (Inc. Childline) Mental Health Week focus, Circle Times, PSHE and an open culture
- Remind children they can contact Childline if they need confidential help and advice. Calls to [0800 1111](tel:08001111) are free and children can also contact Childline online or get information and advice on the [Childline website](#). We display this information around school.
- Staff are advised to talk to the DSL or Deputy DSLs if they're unsure or have any concerns. Sharing information can help to identify any patterns or escalation of behaviour.
- Ensuring staff and have up to date training.

Most cases of pupils hurting other pupils will be dealt with as detailed in this policy. However, when an incident is high-level it requires immediate intervention and action. This may include calling the police or social care, if a child is in immediate danger or if there is an allegation which includes a criminal offence as well as reporting to the DSL.

Please see section 7.8 of our Child Protection Policy for additional information about harmful sexual behaviour and how it is responded to, should it occur.

## 7: Anti-Bullying

### 7.1 Definition

Bullying is any repeated behaviour, action, suggestion or words, which makes another person - child or adult - feel unhappy, powerless, worthless or afraid.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise

	appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

At some time, we all have the potential to bully or be bullied. Not all aggressive interactions are bullying and should not be mistaken for disagreements between children. Bullies come in all sizes, shapes and sexes and their actions are sometimes obvious but sometimes subtle. Bullying can be aggressive and violent but it may well also be quiet and planned. Staff at St. Bernadette's are encouraged to take all incidents of bullying towards pupils or staff - very seriously and investigate thoroughly, disclosures from children, parents, staff or other sources. We regularly discuss bullying with the children and ensure we allocate time across the school year to focus on anti-bullying (including online safety and cyber bullying).

### 7.1.1 Cyber-Bullying

With more and more of us using email and mobile phones and other electronic devices, bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face. There are 7 categories of cyber-bullying:

- 1) **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- 2) **Picture/video-clip bullying** via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- 3) **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

- 4) **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- 5) **Chat room bullying** involves sending menacing or upsetting responses when they are in a web-based chat room. It is also important to be aware that these online chat facilities can be embedded within online games too.
- 6) **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. Facebook, Twitter, etc.).
- 7) **Bullying via websites** includes the use of web logs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

### 7.2 Dealing with bullying

- talk about it
- encourage disclosure
- empower the victim to face the bully
- involve SLT
- involve parents with a member of SLT.

### Dealing with Cyber Bullying

- All incidents of cyber-bullying should be reported to the Headteacher who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate.
- Procedures will be followed in line with LA and DFE guidelines.

### 8. Establishing a communicating climate

In order to do this staff must regularly:

- use circle time, assembly, PHSE to encourage talking about feelings and the need to tell someone if you are hurt, frightened or upset
- make time to listen to children
- always follow incidents through
- use persona dolls to support discussion
- use conferencing to establish dialogue between the offenders and victims
- involve parents
- make children aware of the 'Learning Mentor' role in our school

Unacceptable and inappropriate behaviour will be reported to parents and in the case of a serious incident, such as the bullying of another child or a staff member, the parents of the child concerned will be contacted by letter or telephone and asked to make an appointment with the Head/Deputy Head Teacher. Parents are strongly encouraged to initiate contact with the school if they have information or concerns about bullying that need to be brought to our attention.

## APPENDIX 1- Creating an Environment for Learning - Daily Routines

<u>Quality First Teaching/ Ordinarily Available Provision (OAP)</u>	<u>Suggested Inclusive Teaching Strategies</u>	<u>Targeted provision</u>	<u>Personalised provision</u>
<p><b><u>Start of the day</u></b></p> <ul style="list-style-type: none"> <li>• come in, quickly</li> <li>• check board for specific work</li> <li>• settle to focused task quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Music and movement</li> <li>• specified morning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Put the work out on tables</li> <li>• beat the timer to settle quickly</li> <li>• Visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• tell instructions to individual</li> <li>• TA collects work for individual child</li> <li>• Individual and specific visual timetable (including any mentoring, snack and reward time)</li> <li>• Individual meet and greet session</li> <li>• Morning routine</li> </ul>
<p><b><u>Lining up</u></b></p> <ul style="list-style-type: none"> <li>• alphabetical order</li> <li>• quietly, orderly, promptly</li> <li>• last child out turns off lights</li> </ul>	<ul style="list-style-type: none"> <li>• stand behind chairs first then line up</li> </ul>	<ul style="list-style-type: none"> <li>• alternative places for some children-e.g. start/end of line</li> </ul>	<ul style="list-style-type: none"> <li>• individual holding hand or individually escorted</li> </ul>
<p><b><u>Changing between lessons</u></b></p> <ul style="list-style-type: none"> <li>• keep to left system</li> <li>• quietly, orderly, promptly</li> <li>• agreed times for all classes to change</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of staff to supervise</li> </ul>	<ul style="list-style-type: none"> <li>• partners to escort</li> </ul>	<ul style="list-style-type: none"> <li>• TAs to monitor individuals</li> <li>• Individually escorted</li> </ul>
<p><b><u>Collective Worship</u></b></p> <ul style="list-style-type: none"> <li>• enter quietly in lines (children and adults)</li> <li>• children wait to be told to sit down (often a non-verbal sign)</li> <li>• sit still and quietly, facing front</li> </ul>	<ul style="list-style-type: none"> <li>• teachers positioned along the route</li> <li>• some staff in assembly</li> <li>• visuals on screen</li> <li>• quiet, peaceful music</li> </ul>	<ul style="list-style-type: none"> <li>• separate individuals, put on ends of lines</li> </ul>	<ul style="list-style-type: none"> <li>• sit at front</li> <li>• sit near adult</li> <li>• Ear defenders</li> <li>• Agreed objects to reduce fidgeting.</li> </ul>

<p><b>Giving out resources</b> e.g. white boards/ books etc.</p> <ul style="list-style-type: none"> <li>• system to give out quickly and in orderly fashion</li> <li>• enough resources for groups, in packs / trays / boxes</li> <li>• all resources in working order</li> </ul>	<ul style="list-style-type: none"> <li>• monitors, names displayed, changed regularly</li> <li>• equipment bagged/boxed in sets</li> <li>• routine established and adhered to</li> <li>• refills available/to hand</li> </ul>	<ul style="list-style-type: none"> <li>• ready on group's table</li> <li>• group equipment colour-coded</li> </ul>	<ul style="list-style-type: none"> <li>• individuals given their resources by another child or TA</li> </ul>
<p><b>Tables</b></p> <ul style="list-style-type: none"> <li>• same size</li> <li>• arranged for groups</li> <li>• basic equipment stored tidily in baskets on tables</li> </ul>	<ul style="list-style-type: none"> <li>• table points</li> <li>• monitors for tidying boxes</li> <li>• only essential items stored in baskets</li> <li>• items checked regularly</li> </ul>		<ul style="list-style-type: none"> <li>• separate table for individuals to sit at for short spells</li> <li>• use of sloping boards</li> <li>• work tray at individual's workstation</li> </ul>
<p><b>Seating</b></p> <ul style="list-style-type: none"> <li>• same size</li> <li>• same colour of chairs</li> <li>• seating plans for different lessons</li> <li>• number of chairs</li> </ul>	<ul style="list-style-type: none"> <li>• seating plans displayed</li> </ul>	<ul style="list-style-type: none"> <li>• certain children sat near teacher/ near whiteboard</li> <li>• carpet buddy</li> </ul>	<ul style="list-style-type: none"> <li>• special seating for those with SEN or disabilities</li> <li>• Additional workstation accessible.</li> </ul>
<p><b>Storage</b></p> <ul style="list-style-type: none"> <li>• curriculum resources not in everyday use stored centrally in resource areas</li> <li>• a place for everything-known by teachers and class</li> <li>• resources stored neatly</li> <li>• use of space</li> <li>• different curriculum areas</li> <li>• children's books</li> </ul>	<ul style="list-style-type: none"> <li>• monitors for resources</li> <li>• labels colour coded for different types of resources/ paper/etc.</li> </ul>	<ul style="list-style-type: none"> <li>• monitors</li> <li>• picture cues</li> <li>• colour coding</li> </ul>	<ul style="list-style-type: none"> <li>• monitor mentors</li> <li>• instructions repeated and simplified</li> <li>• 1 step instructions</li> </ul>

<p><b><u>Carpet Area</u></b></p> <ul style="list-style-type: none"> <li>each teaching area has a designated space for bringing the class together (FS &amp; KS1)</li> </ul>	<ul style="list-style-type: none"> <li>limited number of children sat on specified chairs around edge of carpet area</li> </ul>	<ul style="list-style-type: none"> <li>carpet spaces</li> <li>one or two children on chairs or cushions</li> <li>carpet partners</li> </ul>	<ul style="list-style-type: none"> <li>TA support</li> <li>Resources to highlight where individual seat is e.g. carpet spot/mat.</li> </ul>
<p><b><u>Class Notices</u></b></p> <ul style="list-style-type: none"> <li>fire drill</li> <li>wet play routines</li> <li>behaviour plan</li> <li>red triangle</li> <li>routine jobs and monitors</li> <li>up to date timetable</li> <li>system for notes e.g. newsletters /notes for absent children, PE kit, library, homework</li> </ul>	<ul style="list-style-type: none"> <li>daily timetable displayed</li> <li>notes put in bags</li> </ul>	<ul style="list-style-type: none"> <li>information enlarged /simplified</li> <li>given verbally to groups</li> </ul>	<ul style="list-style-type: none"> <li>simple messages given verbally to individuals by TA or class teacher, reinforced often</li> <li>individual timetables displayed, clear for child to follow.</li> </ul>
<p><b><u>Playtimes</u></b></p> <ul style="list-style-type: none"> <li>morning play</li> <li>lunchtime</li> <li>wet play</li> <li>set of wet play games available and playtime paper</li> <li>school rules adhered to</li> </ul>	<ul style="list-style-type: none"> <li>children dismissed table by table</li> <li>wet playtime activities</li> </ul>	<ul style="list-style-type: none"> <li>wet playtime games kept near monitor who checks them in and out</li> </ul>	<ul style="list-style-type: none"> <li>1:1 support</li> <li>Play zone</li> </ul>
<p><b><u>Afternoon routine</u></b></p> <ul style="list-style-type: none"> <li>line in alphabetical order</li> <li>enter through classroom door</li> <li>settle down quietly to activity.</li> </ul>	<ul style="list-style-type: none"> <li>quiet reading</li> <li>activities on IWB</li> <li>relaxation techniques</li> <li>'Just a minute' quiet time</li> <li>Calming music</li> </ul>	<ul style="list-style-type: none"> <li>put the work out on tables</li> <li>beat the timer to settle quickly</li> <li>Visual timetable for PM</li> </ul>	<ul style="list-style-type: none"> <li>tell instructions to individual</li> <li>TA collects work for individual child</li> <li>visual timetable with individual (including any mentoring, snack and reward time)</li> </ul>

<p><b>Reading sessions</b></p> <ul style="list-style-type: none"> <li>• quiet reading</li> <li>• group reading</li> <li>• guided reading</li> <li>• paired reading</li> <li>• books ready</li> <li>• routine established for settling quickly</li> <li>• routines known and displayed for who is doing what and when</li> <li>• clear and effective routine for changing reading books</li> </ul>	<ul style="list-style-type: none"> <li>• reading group rota on display</li> <li>• book monitors</li> </ul>	<ul style="list-style-type: none"> <li>• parent helpers</li> </ul>	<ul style="list-style-type: none"> <li>• TA support</li> </ul>
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• learning intentions (L.I.) evident</li> <li>• steps to success (success criteria) evident</li> <li>• marking of work follows school policy</li> </ul>	<ul style="list-style-type: none"> <li>• L.I. on board</li> <li>• L.I. copied into exercise book</li> <li>• plenary at end of lesson</li> <li>• enough time allowed for clearing up calmly and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• L.I. pre-printed / written on worksheet already</li> <li>• Clear differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• TA to write LI and date.</li> <li>• Differentiated work appropriate to level.</li> </ul>
<p><b>End of the day</b></p> <ul style="list-style-type: none"> <li>• clearing up</li> <li>• dismissing class</li> <li>• clear, efficient routines</li> <li>• established and known by all</li> <li>• staff regularly going outside to see children are safe/ meet parents</li> </ul>	<ul style="list-style-type: none"> <li>• plenty of time allowed to finish and clear away</li> <li>• clear cloakroom</li> <li>• stand behind place / sit in place, ready to be dismissed</li> <li>• teachers carefully positioned to dismiss class</li> </ul>	<ul style="list-style-type: none"> <li>• classroom monitors</li> <li>• rhyme for tidying up at end of day</li> </ul>	<ul style="list-style-type: none"> <li>• TA support</li> <li>• Escorted to parents</li> </ul>

## APPENDIX 2- KEY STAGE SPECIFIC CONSEQUENCE LADDER

### KS1



### Lower KS2



### Upper KS2



### Online consequence ladder (If required due to COVID-19 class and school closures)



## APPENDIX 3

### Behaviour Management Strategies

At St Bernadette's we avoid raising our voices and do not become involved in arguments with a child. Clapping patterns that the children repeat back, the use of a percussion instrument and non-verbal signals tend to be far more effective means of gaining the class' attention than shouting.

#### Least to most intrusive

- ❖ Non-verbal messages
- ❖ 'The Look', moving closer, visual prompts.
- ❖ Tactical or planned ignoring
- ❖ Planned method of dealing with a specific undesired behaviour that is discussed with a pupil later.
- ❖ Description of reality
- ❖ Simple, calm statement of fact describing the inappropriate behaviour. *"John, you are talking."*
- ❖ Simple direction
- ❖ Simple clear statement of desired behaviour followed by 'thank you'. Using thank you implies compliance.
- ❖ Redirection. This reminds the pupils of what they should be doing and avoids getting involved in a discussion about what they are doing wrong.
- ❖ Rule reminder
- ❖ Restate the relevant rule *"Our rule for lining up is...."*
- ❖ Question and feedback
- ❖ Asking a prompt question to show that inappropriate behaviour has been noticed *"What's happening here?"*
- ❖ Blocking or assertive statement
- ❖ When compliance is not gained immediately and the low-level behaviours continue, insist on what is required by using the 'broken record' technique. This is a repeated statement of the direction using the pupil's name and 'thanks' 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."*
- ❖ Exit procedure

If the range of strategies above do not have the desired effect, school should have in place an exit plan. After a time out, a follow up meeting with the child sets the expectations for re-entry into the classroom. We cannot take for granted that children know how to behave as we expect them to or that teachers have the skills, knowledge and expertise to manage behaviour effectively.

## APPENDIX 4

### Dealing with challenging behaviour

- ❖ Focus on primary and not secondary behaviours. This is the behaviour that occurred first. Do not be distracted into arguing or justifying. Secondary behaviours are to divert attention and to make the child feel better.
- ❖ Use the 'When.....then' technique. This clearly states that when the child complies then he/she can move onto another activity "*When you have put your equipment away then you can read in the book corner*". This avoids the negative by expressing the situation positively.
- ❖ Use of take up time when a direction has been given, allow the child time to make the decision to comply. Some children take longer than others to process information.
- ❖ Watching the child and waiting is a form of challenge.
- ❖ Partial agreement
- ❖ Deflect confrontation by acknowledging concerns, feelings and actions "*You may have been talking about your work but I would like you to.....*"
- ❖ Language of choice using the appropriate language gives children learning experiences in managing their own behaviour. It also removes the struggle for power between teacher and pupil. Recognising that children choose their behaviour allows us to respond calmly rather than emotionally. "*You know our rule for listening in class, make the right choice.*"
- ❖ 'Catch them being good' in a ratio of 6 or more positive comments to 1 negative. Acknowledge positive behaviour as often as possible.
- ❖ Always follow through with consequences. This gives the consistent message that you care, won't forget and that the rules are a vital part of the school organisation.

**APPENDIX 5 - Serious Incident Form - to be used if CPOMS (electronic reporting system) is not available**

# St Bernadette's Catholic Primary School

## Incident Record



Child's Name:

Class:

Date:

Names of other children involved:

Where and when incident occurred:

**Type of incident-** please tick as appropriate

Physical aggression		Running out of lessons	
Violent conduct-hitting, punching		Bullying	
Inappropriate language		Disrupting learning	
Defiance- not following instructions		Inciting others to engage in inappropriate behaviour	
Verbally abusing others		Damage of property including the school building	
Racism		Theft	

**Brief description of incident**

**Action taken-** please tick as appropriate

Parents informed- call, letter		Time with learning mentor	
Loss of break/lunch time		Loss of Golden Time	
WWJD form completed		SLT involvement	
Removal from lesson		Class teacher informed	

**Other action taken**

Signed

# 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 \_\_\_\_\_

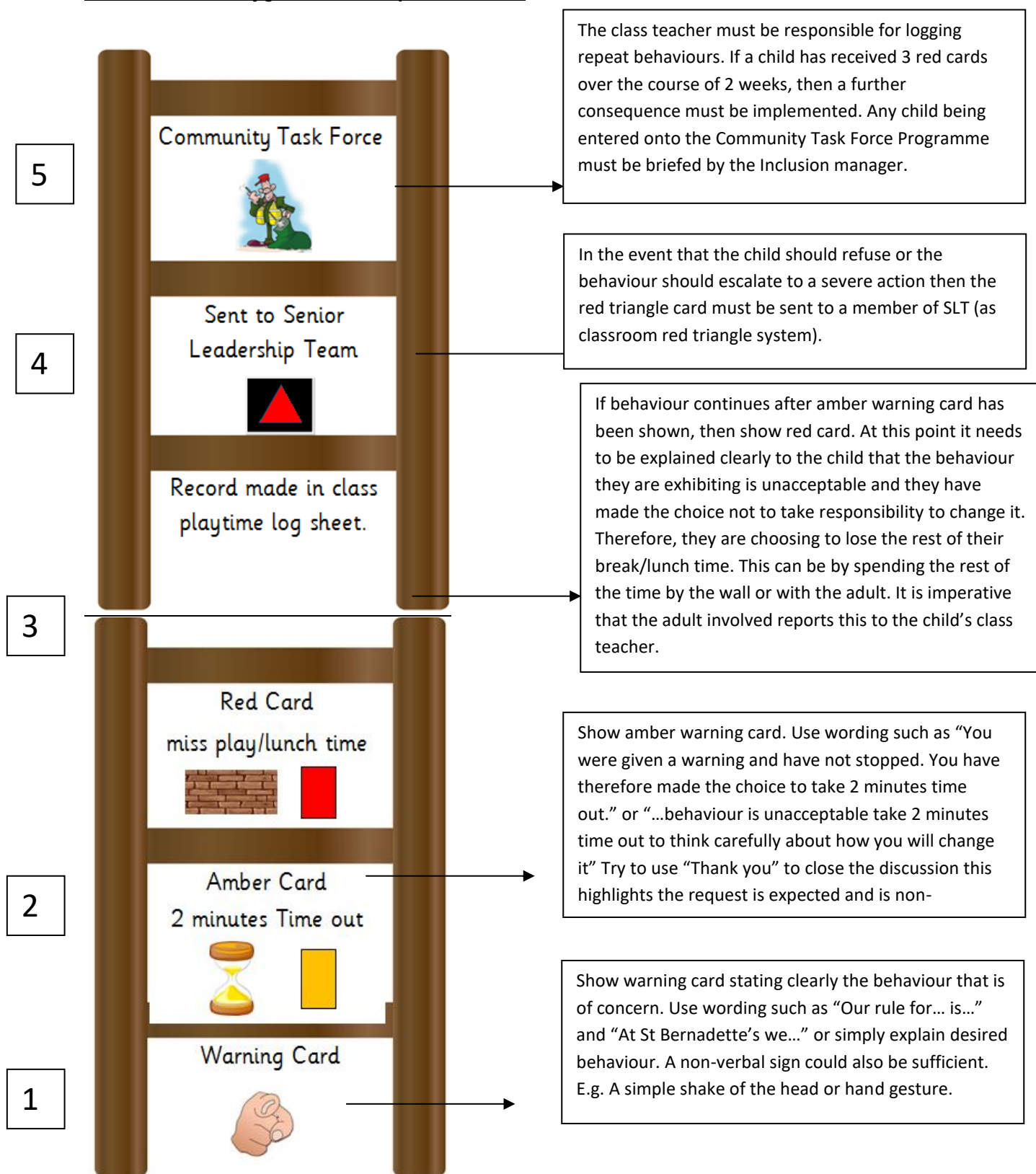
APPENDIX 7- Bernadette Beads recording sheet.

Bernadette's Beads Recording Sheet



	Date	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
<b>BRONZE CERTIFICATE - CONGRATULATIONS!</b>		
11		
12		
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<b>SILVER CERTIFICATE - CONGRATULATIONS!</b>		
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30		
<b>GOLD CERTIFICATE - CONGRATULATIONS!</b>		

## APPENDIX 8- Playground consequence ladder



NB: For children with key SEND this ladder needs to be used vigilantly. Adults will therefore be mindful of the specific needs of key children and discuss with the class teacher appropriate strategies to be applied.

## **APPENDIX 9- Biting incidents**

At St Bernadette's we recognise that young children and children with SEND may bite, or attempt to bite other children or adults, from time to time. There can be many reasons for this especially if the child is teething, overly tired or frustrated. Often young children and children with SEND will engage in biting as a means of gaining attention or a reaction from their peers or carers. In many cases biting is a sign of a lack in verbal skills to communicate or express a need. Some children who have additional sensory needs will use biting as a means of stimulation, whereas other children use biting as a process of exploring the world around them. If a child becomes over stimulated or is oversensitive to the environment, biting can often be a form of comfort to relieve anxiety.

Strategies to prevent biting include sensory activities, use of the sensory 'Pod', biting jewellery, adequate resources and a stimulating exciting environment. Due to the speed and randomness with which a biting incident can occur, it is not always possible to prevent it from happening.

### **The following steps will be taken if a biting incident occurs at our School:**

- 1) The biting will be interrupted or followed up with a firm "No...we don't bite!"
- 2) Staff will stay calm.
- 3) The bitten child will be comforted, checked over immediately and first aid administered including the area washed thoroughly.
- 4) An explanation of the how the bitten child is feeling should be expressed. E.g. "Look...is crying because you have hurt her/him. Look at her/his tears/mark."
- 5) Staff will remove the child who has bitten from the situation. The child will be given 'Time out', or an appropriate sanction based on the age and need of child, followed by an explanation of why their behaviour is not acceptable. E.g. "We play without biting!" However, if the skin has been broken and there is a risk of possible infection there must be Head Teacher involvement.
- 6) When the child re-enters the room, all efforts will focus on guiding the child who has bitten to play in a kind and gentle way. E.g. "Good boy/girl! We play without biting" and praise the child for playing and touching 'gently'.
- 7) The incident needs to be recorded on an incident form and given to the Head Teacher.
- 8) The parents of both children will be notified of the biting incident by the class teacher or a member of the SLT.
- 9) School adults may speak and address biting with the whole class group and its link to COVID-19 if necessary.

### **The same procedures will be followed if an adult is bitten.**

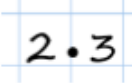
If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents and if relevant outside agencies to develop strategies to prevent the biting behaviour.

## APPENDIX 10- Non-negotiable poster



### 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 number 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.



## Online Learning at St Bernadette's



- 1.** We arrive on time for the online lesson.
- 2.** We find a quiet spot where we can concentrate or use headphones.
- 3.** We stay seated during the online lesson.
- 4.** We listen carefully to what the adult is saying.
- 5.** We follow instructions carefully.
- 6.** We use the 'raise hand' icon if we have a question. 
- 7.** We stay muted until the adult asks an individual to speak. 
- 8.** We only use the chat feature if we have a question or a problem.
- 9.** We behave respectfully at all times.
- 10.** We always do our best work.
- 11.** We wear appropriate clothing to online lessons.

## **APPENDIX 11- St Bernadette's Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- The exclusions and suspensions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions and suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of Behaviour Principles is reviewed and approved by the full governing board every year in conjunction with the Behaviour Policy