

***St Bernard's RC Primary School***

***Behaviour  
Management  
Policy***

*' a unique family in faith, love and  
learning'*

## St Bernard's Behaviour Management Policy

St Bernard's is committed to providing high quality education within a learning environment that is safe, which promotes self respect for others. Leading by example, all staff should treat each other, pupils and adults with courtesy and respect.

At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **Rules and Procedures**

Class rules have been written by the class and therefore owned and signed by the children. All children are actively encouraged to take part in their development. They regularly review and remind themselves of the class rules they agreed upon. Each class follows the procedure of:-

- keep rules to a maximum of five
- be positively stated, telling the children what to do rather than what not to do
- promote the idea that every member of the school has responsibilities towards the whole.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

- Praise
- Raffle tickets
- House Points
- Stickers
- Good notes home
- Text messages to parents via Texting to parents service
- Head teacher's notes home
- Prize box
- Child of the week certificate – presented during Friday's Award Assembly
- Golden Time

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In school there is a successful sanctions system, this runs as follows.

- Verbal warning
- Warning 1 on the warning sheet – name on board
- Warning 2 on the warning sheet – cross next to their name
- Warning 3 on warning sheet – second cross next to name and 5 minutes of playtime lost
- Warning 4 on warning sheet – third cross next to name, blue slip sent home and text to parent to inform them
- Warning 5 – 4 crosses next to name, red card, sent to Head teacher, parents contacted and child sent home.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged.

The Year 6 children have also contributed their idea of a letter home to parents of children who are constantly missing Golden time and having their name regularly on the dinnertime log sheet. They felt the letter home would be a deterrent for bad behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Policy Written by J Grant  
September 2012

## **Appendix 1 for Behaviour Policy**





### **Examples of behaviour which will result in a warning being issued.**

- Interrupting.
- Being impolite and cheeky
- Talking or pushing in line
- Annoying other people
- Ignoring whistle rules
- Not following adults directions
- Being too noisy
- Answering back to the teacher
- Scribbling on someone else's work
- General antisocial classroom behaviour, ie lack of social skills

### **Behaviour which would result in further action and a penalty of a higher stage on the warning system.**

- Hitting someone in a temper – overreacting
- Swearing
- Obscene language or gestures
- Willfully disobeying the teacher, eg running away
- Arguing with the teacher
- Spitefulness and being unkind in language and actions
- Stealing from another child or adult
- Damaging school property
- Verbal/Physical bullying
- Racist language and remarks
- Fighting

## Agreed consequences

- Verbal warning
- Name on sad side of board = name on Warning 1 on warning sheet 
- Cross next to name on sad side = Warning 2 on warning sheet  x
- 2 crosses = lose 5 minutes playtime Warning 3 on warning sheet  xx
- 3 crosses = sent to Mrs Doodson, Blue slip home to parents and text to inform parents Warning 4 on warning sheet  xxx
- 4 crosses = RED CARD sent to Mrs Doodson and parents contacted 