



ST. BERNARD'S
Primary School & Nursery Unit

OUR VISION



To create a supportive and inclusive environment, where every child feels valued, encouraged and empowered to succeed in a changing world.

OUR MISSION



We are a caring Catholic community, where every child is appreciated and respected in an environment which celebrates diversity, nurtures talents and recognises the achievements of all.

Curriculum Meeting

OUR VALUES



BELONGING

We feel happy and safe when we belong and have friends.

EMPATHY

We understand and care about each other's feelings.

RESPECT

We treat everyone kindly and fairly.

NURTURE

We help each other grow and learn.

ACHIEVEMENT

We try our best and celebrate our successes.

RESILIENCE

We keep going, even when things are hard.

DETERMINATION

We never give up on our goals.



ST. BERNARD'S
Primary School & Nursery Unit

Communication



Telephone: (028) 90844634



Email: info@stbernardsps.newtownabbey.ni.sch.uk



Website: www.stbernardspsglengormley.com



Facebook: St Bernard's Primary School, Glengormley



X: @StBernards_PSgg



Instagram: St. Bernard's PS and NU Glengormley



Seesaw





ST. BERNARD'S
Primary School & Nursery Unit

Attendance



<https://www.education-ni.gov.uk/articles/school-attendance>

Why it is so important children attend school:

- To learn.
- To have fun.
- To make new friends.
- To experience new things in life.
- To develop awareness of other cultures, religion, ethnicity and gender differences.
- To achieve.
- To gain qualifications.
- To develop new skills.
- To build confidence and self-esteem.
- To have the best possible start in life.



<https://www.education-ni.gov.uk/sites/default/files/publications/de/attendance-matters-a-parents-guide.pdf>



How Can Parents Help?



<https://www.education-ni.gov.uk/articles/school-attendance>

- Establish a good routine in the mornings and evenings so your child is prepared for the school day ahead.
- Do your best to ensure your child arrives at school on time.
- Arrange dental and medical appointments outside school hours when possible.
- Inform the school if your child is absent due to illness – Please contact the class teacher via Seesaw or phone the school office *that morning*.
- Take family holidays outside term time.
- Talk to your child about school and take an interest in their school work (including homeworks).
- Attend parent evenings and school events.
- Praise and reward your child's achievements at school.
- Work in partnership with school staff to promote positive behaviour and support consistent approaches to managing challenging situations.
- Discuss any problems or difficulties with the school – staff are there to help and will be supportive.



<https://www.education-ni.gov.uk/sites/default/files/publications/de/attendance-matters-a-parents-guide.pdf>

<https://www.eani.org.uk/parents/pupil-applications-and-grants/free-school-meals-and-uniform-grants/apply-for-free-school>



Every School Day Counts!

<https://www.education-ni.gov.uk/articles/school-attendance>

100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	Poor
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	Very Poor
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week or 19 days of school during the school year – that's nearly 4 school weeks.



ST. BERNARD'S
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Building a Culture of Care and Connection at St Bernard's

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ST. BERNARD'S
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Positive Behaviour Policy



Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice** from 'When the Adults Change, Everything Changes' (Paul Dix, 2017)

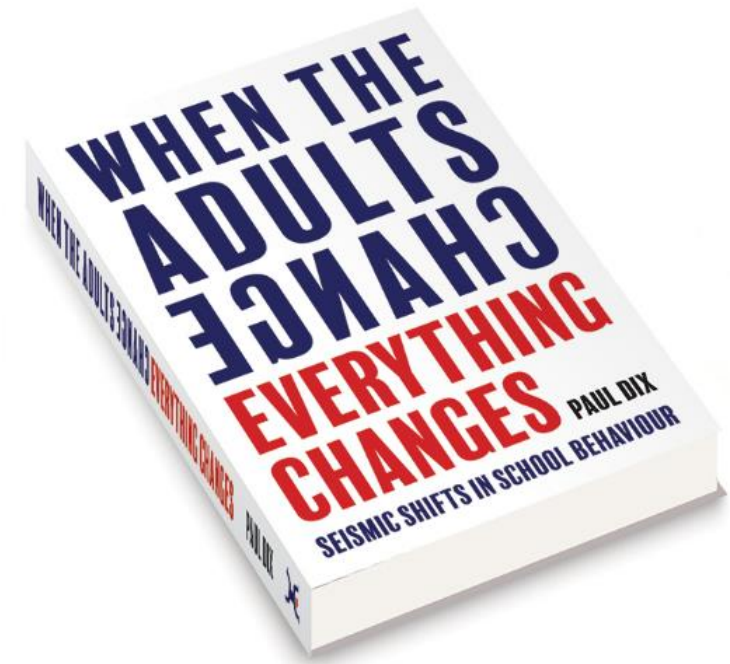
Consistent &
Calm Adult
Behaviour

Relentless
Routines

First Attention
for Best
Conduct

Scripting
Difficult
Conversations

Restorative
Follow Up





ST. BERNARD'S
Primary School & Nursery Unit

Recognition and Reward for Effort



ST BERNARD'S
PRIMARY SCHOOL & NURSERY UNIT, GLENCORNEY





OUR RULES

Be Ready

- Arrive on time and prepared for learning.
- Have the right equipment and materials.
- Listen carefully and follow instructions.
- Focus on tasks and try your best.
- Show a positive attitude towards learning.

Be Respectful

- Use kind words and actions.
- Listen when others are speaking.
- Take turns and share fairly.
- Respect personal space and property.
- Follow adult instructions politely.

Be Safe

- Walk calmly in school—no running indoors.
- Keep hands and feet to yourself.
- Use equipment respectfully and safely.
- Stay in safe areas and follow school rules.
- Tell an adult if something feels wrong or unsafe.



The St Bernard's Way



ST. BERNARD'S
Primary School & Nursery Unit

Managing Behaviour



Stage 1 – The St Bernard's Way

Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Thank you.

*Not following the 3 rules/values/instructions
Not listening/disrupting learning/arguing with peers
Running in Corridors /Talking at inappropriate times/Distracting others/Making unkind remarks*

Stage 2 – Verbal Warning (5-minute visual timer)

Script: <Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a verbal warning. Do you remember when (description of previously displayed positive behaviour by child). That is the behaviour I would like to see. If you do not change your behaviour, you will need to take some regulation time away from the class/playground. Thank you.

Persistence of Stage 1 Behaviours

Stage 3 – Regulation Time (Calm Space or Bench in Playground. 10 minutes of Golden Time lost. Phone call home by teacher)

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have 'regulation time' because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out in our Calm Space to help you focus and ensure you get back to the St Bernard's way of behaving. Thank you.

*Persistence of Stage 1&2 Behaviours +
Hurting another child physically/Persistently
goaded another child/Using inappropriate
language/Showing threatening
behaviour/Throwing equipment at another child
or adult/Destructive behaviour*

Stage 4 – Reflection Time (Calm Space/Bench. 10 minutes of Golden Time lost. Play time lost the following day. Phone call home by teacher)

Script continued: <Name>, you made a poor choice that resulted in you having to miss out on your breaktime tomorrow. I have phoned home to let Mum/Dad know. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.

*Persistence of Stage 1-3 Behaviours +
Racist, homophobic or sectarian language/
Deliberate behaviour that poses a serious risk to the
safety or wellbeing of another child/Bullying*

Stage 4a – Reflection Time (Immediate supportive intervention by SLT. Removal from classroom/ playground. Golden Time lost. Play time lost the following day. Parent informed immediately by SLT)

Script: <Name>, you are now choosing to be on Stage 4a because you are not following our rule of (name rule here). I will now ask an adult to take you out of our room so that we can continue to enjoy our learning in class. Thank you.

*Deliberate behaviour that poses a serious risk to the
safety or wellbeing of others/Bullying*



ST. BERNARD'S
Primary School & Nursery Unit

Reflection Time



Behaviour REFLECTION



What choice did I make that caused a problem?

How do I feel about my behaviour?



What will I do next time?

This behaviour is not okay because:

- ☐ It is not safe
- ☐ It is unkind
- ☐ It hurt someone
- ☐ It damaged property
- ☐ It disrupted learning

What can I do to make things better?

Name: _____ Teacher signature: _____ Parent signature: _____



Restorative Conversation



Stage 3 and Above

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



ST. BERNARD'S
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Stage 5 – Behaviour Becoming a Concern



*“Aspects of a child’s behaviour which regularly impacts their own learning or well-being or that of another child and may be shown by a child reaching **Stage 3 two to three times a week** for a period of time.”*

The child and teacher will meet with the SENCO, Vice-Principal or Principal to discuss the behaviours of concern and their impact

Behaviour Support Chart



Stage 5 – Behaviour Reaching Crisis Point



*“Aspects of a child’s behaviour **consistently impacting negatively** on the learning and well-being of themselves and those around them” and may be shown by:*

- A child reaching **Stage 4 or 5 more than once a week.***
- A child displaying **persistent highly dysregulated behaviour** which put themselves, children or adults at harm, or at risk of harm.*
- A child creating a **climate of fear** around themselves through consistently dominant or intimidating behaviour.*

The child and teacher will meet with the SENCO, Vice-Principal or Principal to discuss the behaviours of concern and their impact

Risk Reduction Plan

Involvement of External Agencies



ST. BERNARD'S
Primary School & Nursery Unit

Your Partnership is Vital



- Familiarise yourself with our Positive Behaviour Policy.
- Your **partnership is vital**—by reinforcing our expectations at home and working with us when challenges arise, we can ensure your child feels secure, valued, and ready to learn.
- Together, we create the conditions for success.

The St Bernard's Way



What is Bullying Type Behaviour?

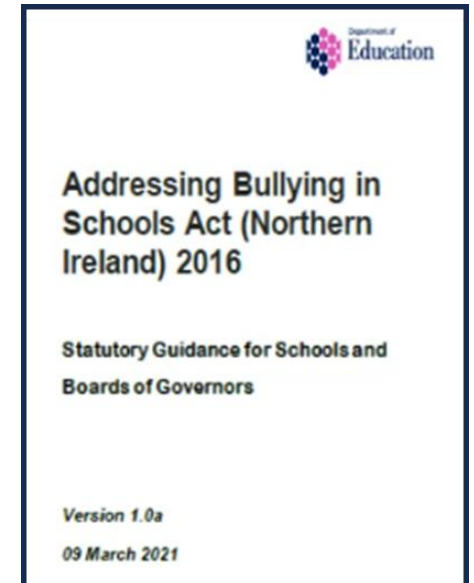


Legal Definition 2021

In the Act “bullying” includes (but is not limited to) the repeated use of...

- *any verbal, written or electronic communication,*
- *any other act, or*
- *any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

“act” includes omission.





The Language Used



It is a statutory duty for schools to relationally support all pupils to address bullying type behaviour in a solution orientated manner.

We refer to the **pupil experiencing bullying type behaviour** rather than 'victim'.

We refer to the **pupil displaying bullying type behaviour** instead of 'bully' or 'perpetrator'.

We refer to behaviours as **socially unacceptable behaviour** or **bullying type behaviour**.



When is it Bullying Type Behaviour?

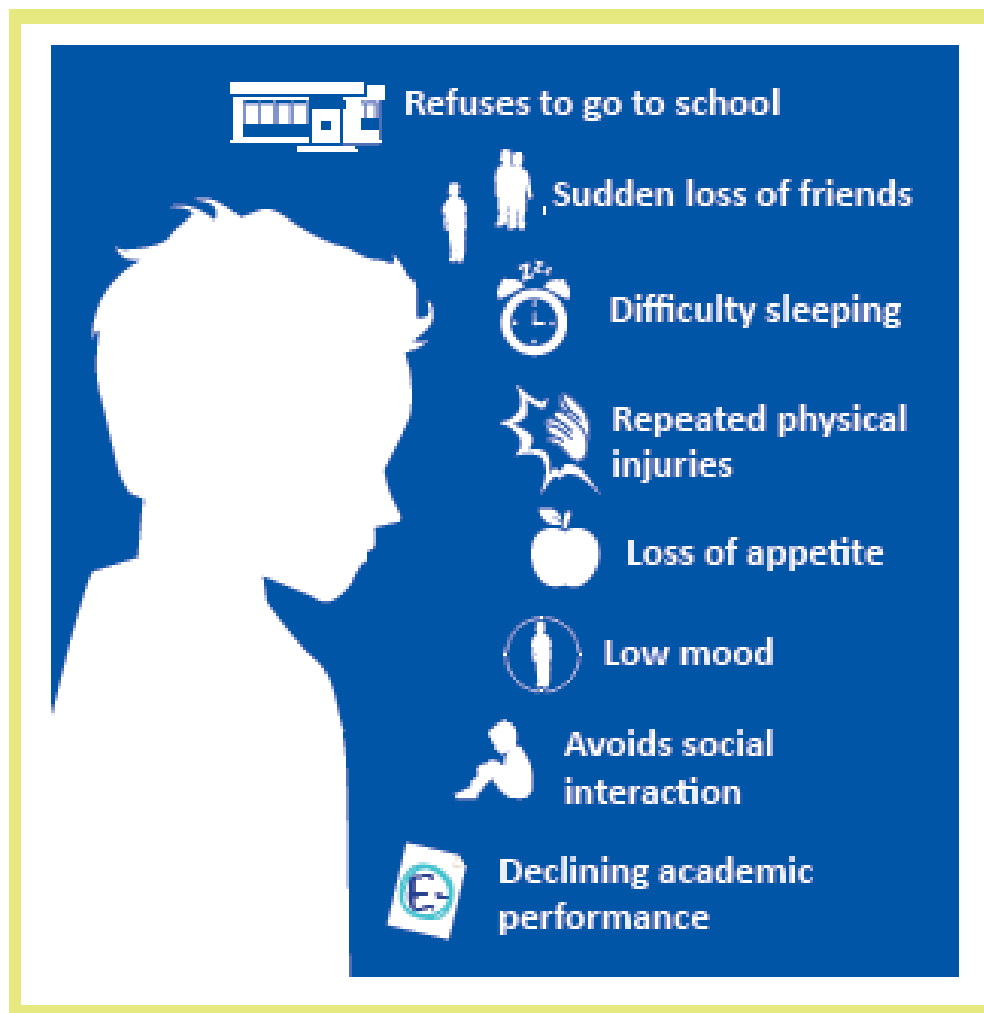


- 1** When the behaviour is **TARGETED** at a specific pupil or group of pupils.
- 2** When the behaviour is **REPEATED** over a period of time.
- 3** When the behaviour is deliberately **INTENDED** to cause harm.
- 4** When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** and/or **PHYSICAL** harm.



ST. BERNARD'S
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Signs That my Child Could be Experiencing Bullying Type Behaviour





ST. BERNARD'S
Primary School & Nursery Unit

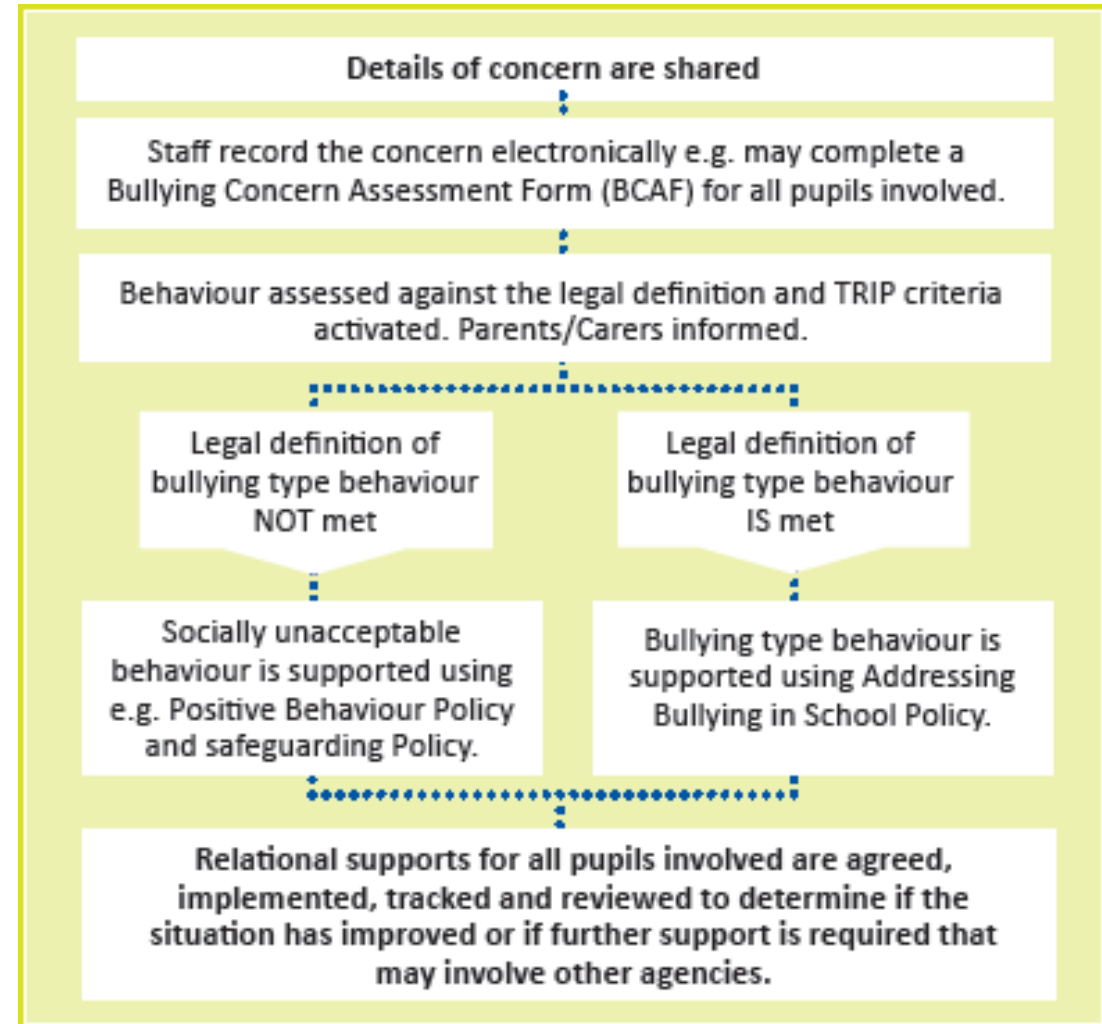
How do I Report my Concern?



Report your concern as soon as possible
Class teacher – phone/Seesaw.

Appointment arranged to meet Mrs Craig (SENCO), Mrs Dempsey (VP) or Mr Kavanagh (P).

Outline details of your concern and give staff time to gather information and consider supports.





ST. BERNARD'S
Primary School & Nursery Unit

Safeguarding and Child Protection



- All adults – teaching staff, support staff and volunteers in **St Bernard's PS and NU** accept that they have a **primary responsibility for the care, welfare and safety** of our pupils.
- No concern about the welfare of any child will be ignored by staff in **St Bernard's PS and NU**. Children's **safety** and feeling **secure** and **happy** in their environment is of paramount importance and it is embedded in the ethos of our school.
- **St Bernard's PS and NU** recognises the importance of a **partnership between home and school** but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child.
- As part of our ongoing work in the area of Child Protection we always endeavour to **raise children's awareness** about themselves and to develop a **trusting climate** in which our children feel able to talk and share their thoughts and feelings.





ST. BERNARD'S
Primary School & Nursery Unit

Safeguarding and Child Protection Team



St Bernard's PS and Nursery Unit



Safeguarding Team



*Mrs Dempsey
(Designated Teacher)*



*Mrs Craig
(Deputy Designated Teacher)*



*Mrs Lawlor
(Deputy Designated Teacher)*

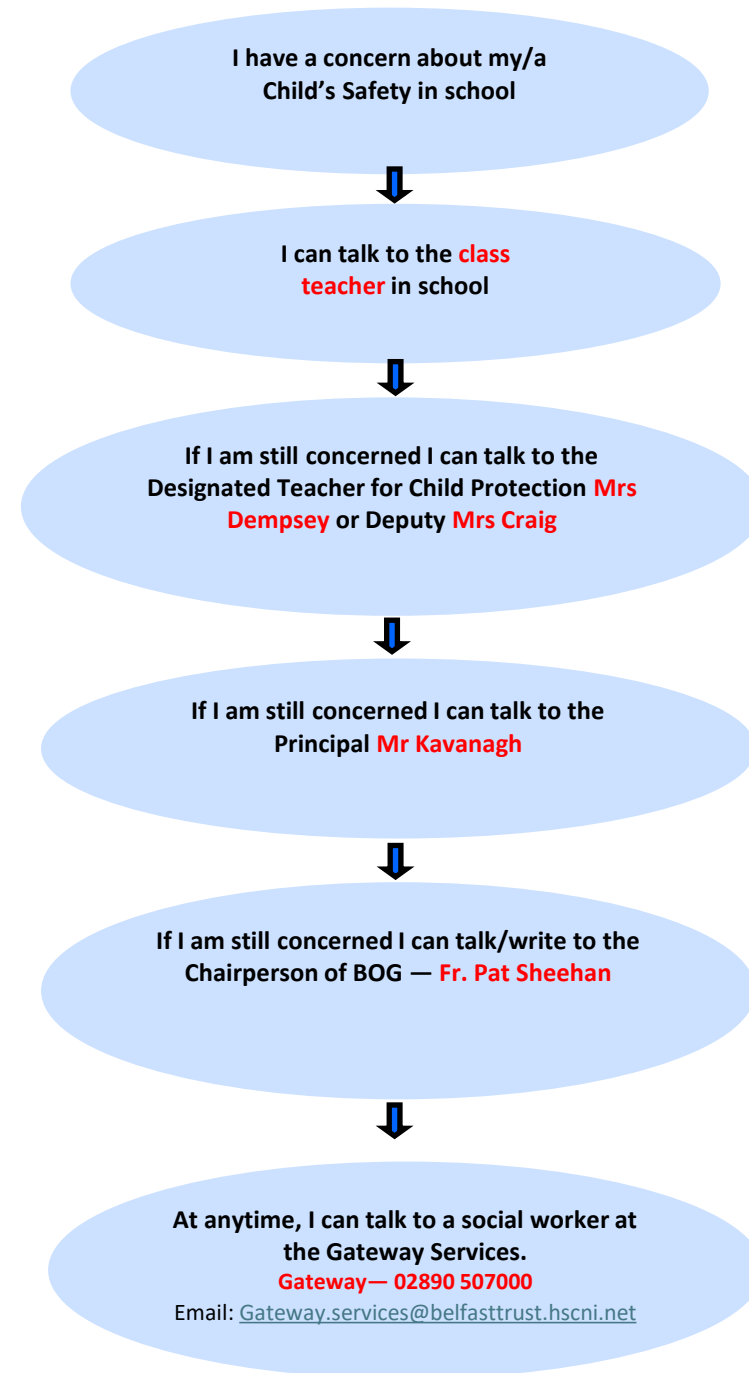


*Mr Kavanagh
(Principal)*



ST. BERNARD'S
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How can a Parent/Carer Raise a Safeguarding Concern?





ST. BERNARD'S
Primary School & Nursery Unit



TransformED NI:

Transforming Teaching and Learning:
A Strategy for Educational Excellence in
Northern Ireland

March 2025

Executive Summary



TransformEd NI



*In taking forward the educational reforms outlined in this strategy, it is vital for us to become an **evidence-informed system** using the best available research, data and evidence to shape the policies, practices and decisions that will govern our education system for the next decade.*

Paul Givan



ST. BERNARD'S
Primary School & Nursery Unit

Learning & Teaching Policy

Inspiring Minds, Creating Futures

May 2025
Review Date: May 2027



ST. BERNARD'S
Primary School & Nursery Unit

“The Learning Blueprint Conference - helping teachers create lessons that meet the needs of every child, ensuring all learners feel included, challenged, and supported in their education.”

OUR VISION



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THE LEARNING BLUEPRINT

Conference

DESIGNING GREAT LESSONS FOR EVERY LEARNER



GUEST SPEAKER

**BRADLEY
BUSCH**



GUEST SPEAKER

**JADE
PEARCE**



GUEST SPEAKER

**CLARE
EVANS**



CUSTOM HOUSE, BELFAST, BT1 3ET

SATURDAY 18TH OCTOBER 2025

