

# **St Bernard's Primary School** **and Nursery Unit**

## **Positive Behaviour Policy** **Incorporating Discipline**



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Version 1.4

See attached Positive Behaviour Addendum for Covid 19

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### **Whose Child is This?**

‘Whose child is this? I asked one day  
Seeing a little one out at play.  
‘Mine’, said the parent with a tender smile  
‘Mine to keep a little while.  
To bathe her hands and comb her hair,  
To tell her what she is to wear,  
To prepare her that she may always be good  
And each day do the things she should’.

‘Whose child is this? I asked again  
As the door opened and someone came in.  
‘Mine’, said the teacher with the same tender smile  
‘Mine, to keep for just a little while.  
To teach her to be gentle and kind,  
To train and direct her dear little mind,  
To help her live by every rule.  
And get the best she can from school.’

‘Whose child is this? I asked once more,  
Just as the little one entered the door.  
‘Ours’, said the parent and teacher as they smiled.  
And each took the hand of the little child,  
Ours to love and train together  
Ours this blessed task forever.

## **Introduction**

We in St. Bernard's Primary School have a primary responsibility for the development, welfare and safety of the pupils in our care.

Through our Positive Behaviour Policy we aim to provide a caring, supportive and safe environment. We value each person for their unique talents and abilities and aim to develop a culture in which all our pupils can learn and develop to their full potential.

This policy document has been designed to inform and reassure you, our parents/guardians, that your children are being educated in a safe and caring environment.

## **Mission Statement**

St. Bernard's Primary School is a welcoming school with strong links with parents, church and community. Our Catholic values are at the heart of all relationships. Our ethos of trust, tolerance and inclusion enables each individual to be happy, secure and respected.

We strive to ensure that everyone can achieve their full potential and gain the necessary skills and knowledge to have a positive role in their home, school and society.

*"All schools should express an ethos which explicitly promotes both, equality of opportunity and good relations. We propose that schools should take a proactive lead on promoting good relations, both within the school and with the community. If we are to change our society for the better, we must all take a proactive role in transforming our society. For schools and teachers in particular, it is a great gift and responsibility to be charged with guiding and educating our children and young people. They are the adults and leaders of the future who will shape our society in the years to come."*

***Equal Opportunities Commission, 2009***

*“A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers; between parents and school; and between the school and the community it serves. Policies designed to promote good behaviour are at the heart of building relationships in school and with the home. The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom.”*

***DENI Promoting Positive Behaviour, 2001***

## **Rationale**

This policy sets shared expectations about positive behaviour in St. Bernard's P.S. and Nursery Unit with an understanding that pupils, staff and parents all have their part to play. We are committed to a whole school approach to positive behaviour management within a framework of agreed rights, responsibilities, rewards and sanctions.

The policy helps us to create a friendly, encouraging, secure, supportive, orderly and positive environment based on respect in which children can fulfil their potential and develop confidence and a positive self esteem.

The staff of St. Bernard's are committed to maintaining high expectations of good behaviour as an essential prerequisite for pupil's educational achievement and their happiness and well being while in school.

We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently.

This policy will ensure that children, parents, staff and governors are clear about the standards of behaviour expected, the rewards which are achieved as a recognition and celebration of adhering to these behaviours and the sanctions applied and how they will be imposed for deviating from these agreed rules.

To ensure that those children who find it difficult to behave in a desirable way have early intervention and adequate support this policy will work alongside and complementary to the Special Educational Needs Policy.

The guiding principles of this policy are:

- We respect everyone's right to learn.
- We take responsibility for our own behaviour.
- We apply standards and follow rules consistently.

- We strive to establish an appropriate ethos, acknowledging it depends upon trusting relationships.
- We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.

## **Policy Statement**

It is our intention that the positive behaviour policy at St Bernard's will ensure harmonious relationships between staff, pupils and parents. We wish to create a safe, caring Christian environment where children will have the opportunity to develop their individual talents to the full.

By establishing and maintaining acceptable standards of behaviour we wish to foster in our pupils self-respect and respect for others, and to encourage pupils to accept responsibility for their behaviour. St Bernard's positive behaviour policy is seen as the development of a fair, firm and caring code of conduct that is applied consistently by all staff and accepted by pupils and supported by parents. Parental awareness and co-operation is essential if our behaviour policy is to succeed.

## **Aims**

The aims of our Positive Behaviour Policy are to:

- Create an ethos and caring environment within the school that encourages positive behaviour, promotes learning for all of the pupils and is based on Catholic values and principles
- Create a learning environment in which children are encouraged to develop their talents to the full.
- Enhance every pupil's self-esteem and foster self-respect for others.
- Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems from potential or actual conflict.
- Promote a high standard of behaviour so that effective learning can take place.
- Ensure the safety and wellbeing of all children within the school community.
- Motivate children to become better citizens in our community.
- Have the endorsement and active support of parents, teachers, support staff and Governors.



## **Merit System of Awards**

At St Bernard's Primary School and Nursery Unit we continually strive to promote positive attitudes through individual and public acknowledgement for good work, effort and behaviour. A system of rewards and incentives, applied with consistency by all of the staff, helps to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. The fact that behaviour and attitudes of this nature are regularly celebrated within our school reinforces this point. All of our pupils have a need for positive affirmation, and we do not take the positive behaviour of the majority for granted. Similarly, it is important that our pupils realise that their good behaviour is noted and acknowledged, just as instances of poor behaviour are challenged and responded to by sanctions.

There are a number of rewards, which we have found to be acceptable endorsements of good behaviour and positive attitudes. These include:

- Positive oral and written comments.
- Merit stickers/grades
- Display of work
- Worker of the week/month certificates displayed on notice board
- Praise, awareness raising of anti-bullying and positive behaviour through assemblies and circle time
- Highlighting of exemplary work (for example, to year group colleagues, Head of Key Stages or Principal).
- Effective use of the CAPS programme throughout the school and rewarding of children who make special attempts at displaying the character trait under focus.
- Every child from year 3-7 has a daily merit book/chart which is completed by the child and signed by the parent and the teacher on a weekly basis. This is a whole school approach and focuses in on punctuality, attendance, behaviour both in class and in the playground, class work, homework and wearing of school uniform. Children are rewarded with extra merits and with gold, silver, and bronze certificates at the end of each term for cumulative totals. These merit books are shared with the support staff and parents and monitored on a weekly

basis. These books keep a permanent record of the child's progress and are shared in their record of achievement.

- Class Table Points where appropriate
- Wristbands for CAPS awards
- Golden Time every Friday for all children (Time increases from Yr1-7)

## **Rewards**

Rewards take on a variety of forms and can be divided into the following categories.

### ***Non- Verbal Rewards***

Smile  
Thumbs up  
Tap on shoulder  
Nod  
Facial expressions  
Clap  
Stickers  
Happy face in book  
Extra merits in merit book

### ***Verbal rewards:***

you're a star/superstar/ genius  
you are brilliant/ fantastic/number 1  
you are great.....like a P2, P3 etc.  
you're working so hard/ trying really well  
you're super/well done  
good thinking/listening/answer  
you are so kind/ helpful  
lovely work/ keep it up/ keep going  
best merit book this week is ...

### ***Tangible Rewards:***

|   |                          |
|---|--------------------------|
| Stickers  | Homework Pass            |
| Happy faces   | Pupil of the Week        |
| Merits  | Work displayed           |
| Individual star charts                                    | Principal rewards        |
| Toys/ pencils   | Playground prizes/merits |
| Notes home  | Wristbands               |
| Praise labels   |                          |
| Class toy/bear sent home for the weekend                  |                          |
| Child sent to another teacher, VP or Principal for praise |                          |

**Desirable Behaviour:**

Children will:

- Carry out the Golden Rules of the school and the Playground Rules at all times;
- Apply themselves to the task and work to the best of their ability;
- Respond positively to opportunities, act independently of the teacher and show initiative;
- Listen carefully to staff/peers/visitors when they are speaking;
- Show respect for the views, ideas and property of others;
- Make positive contributions to the lesson; co-operate with the teacher and with their peers on shared activities;
- Recognise the importance of taking turns and sharing;
- Adhere to the accepted conventions of courtesy and good manners;
- Be considerate towards other people and property;
- Respond politely to all requests and rules;
- Accept responsibility for the things they do.

**Undesirable Behaviours:**

- Being unkind to their peers, including engaging in any form of bullying;
- Calling out in class, interrupting others and being inattentive when others are contributing to the lesson;
- Displaying a lack of interest in learning and preventing others from learning;
- Being unable or unwilling to abide by the accepted conventions of courtesy and good manners;
- Defacing or destroying other pupils' belongings or school property;
- Directing abusive language at other pupils or the teacher;
- Acting aggressively or with violence towards other pupils or the teacher;
- Using Social Media in any negative way including taking or distributing images and/or videos;
- Breaking any of the school's 5 Golden Rules or 6 Playground Rules.

### **Golden Rules:**

The following rules, which reflect our key principles, will be displayed in all classrooms and are referred to regularly at class, key stage and whole school level to ensure familiarity.

- Bring your PET to school every day
- Show respect for people and property
- Try your best every day
- Walk around the school safely
- Listen to everyone

### **General School Rules**

We are committed to providing a safe and caring environment for your child. We ask all our parents for full co-operation and support with our school rules which are:

- (1) **General Behaviour** – The Golden Rules and Playground Rules of St. Bernard's are expected at all times. Good manners are also expected with respect shown to all members of the school community. Parents have an important and vital role in reinforcing good behaviour. Children are expected in school to walk at all times keeping to the left. Chewing gum is not allowed and pupils are asked to put all litter in the bins. Fighting or aggressive behaviour is not permitted.
- (2) **Homework** - all children are expected to complete homework. A high standard of work is expected and parents should regularly supervise and sign homework.
- (3) **Punctuality/Attendance** - every child should be at school each day and on time. If a child is absent parents must inform the school. Children are not allowed to leave the school premises without the Principal's permission. Children need written permission/ or telephone permission from their parents to leave the premises during school time.

- (4) **School Uniform** - must be worn each day with all items clearly marked with your child's name. Each pupil requires a P.E. uniform and black slip-on plimsoles. Earrings --small studs only-which must be able to be removed for swimming/PE. Pupils with long hair must tie their hair up and extreme hairstyles/cuts/colours are not accepted. This includes lines cut in hair, grade 1 haircuts, colours, gels, untidy hair.
- (5) **Appointments** - with dentists/doctors should, where possible, be arranged outside school hours. Appointments with teaching staff can be arranged through the office.
- (6) **Road Safety** – Pupils crossing the Antrim Road do so with the Patrol Person or at the traffic lights. If your children travel to school by bus they should be seated and well behaved
- (7) **School Property** - a charge will be made for lost or damaged books/equipment. Textbooks will incur a £5.00 charge.

Parents will appreciate that the general public will make judgements about a school on the basis of how pupils look and behave while in school uniform. The maintenance of high standards of dress and behaviour is expected.

### **Playground Rules**

- Play safely and include everybody
- Keep our playground litter free.
- Line up quickly and quietly
- Be kind to everyone in the playground
- Respect all our supervisors
- Hands up, everyone quiet!

## **Classroom Rules**

Each class will have a set of classroom rules based on our five Golden Rules. These rules are framed in a positive way. Every effort is made to ensure your child is safe, happy and working to their potential. We try to ensure that there is a consistent approach throughout the school and at home.

Children will have the opportunity to discuss the need for classroom rules and be involved in their compilation. Therefore, at the beginning of each school year every class teacher will agree a set of rules in consultation with his/her pupils. They should be led to appreciate that within their classroom both children and teachers have rights. Rules help ensure that people are given their rights and that no one is treated unfairly. Children also need to be aware that within some subjects or activities there is an element of danger and that it is vitally important that safety rules are strictly adhered to.

In addition to defining the rules, which operate within the classrooms, we have also a need to define the procedures that will be put into operation if these rules are broken and communicate these to both children and parents.

## **Travelling to and from School**

Pupils represent our school whilst in school uniform and are required to behave in an appropriate manner in all public places.

Children using buses **(to and from school, on educational visits, swimming classes and all school outings)**

We insist that the following rules, which have been provided by our local bus companies, are strictly adhered to by all our children.

### **On buses please:**

- Board safely
- Sit down quickly and quietly.
- Obey the driver or person in charge of the vehicle.
- Get off safely and carefully.
- Show consideration for other passengers.

### **On buses please do not:**

- Push and shove when boarding
- Stand on the platform during the journey
- Leave your seat or move around during the journey
- Obstruct the driver or person in charge
- Stampede for the doors when the vehicle stops
- Make rude signs at passengers in other vehicles

**All children must abide by these rules otherwise the children will be removed from the bus and parents will be requested to provide alternative transport.**

Inappropriate behaviour or the use of foul or abusive language will not be tolerated and will result in disciplinary action by the school.



### **Discipline Procedures for Behaviour:**

The following may be employed however this is not a full list. Serious sanctions will be discussed with the child and the parent. The Board of Governors in conjunction with the Principal and SENCO may apply other sanctions which are deemed appropriate given the individual need of each case.

- Look/hand/verbal signal
- Teacher or Supervisor speaking to child
- Verbal apology from child
- Written apology (from older children)
- Cool off/ cool down time
- Time Out (not outside classroom door)
- Loss of Merits
- Restricted hours in class, school or playground
- Class teacher noting misconduct in the pupil's homework diary to be signed by his/her parent.
- Behaviour targets on desk.
- Pastoral Records recorded and kept with class
- Temporary removal to another class or area to sit in a safe quiet environment for 5/10 minutes to settle down.
- Class teacher may contact parents informally and constructive parental support requested e.g. withdrawal of privileges/responsibilities either at home/school or both.
- Withdrawal from extra-curricular activities or treats within the class.
- A pupil may be sent to the VP or the designated teacher for pastoral care, who will discuss the matter with the child and take appropriate action e.g. weekly report, completion of Behaviour Sheet.
- Children in Upper Key Stage Two have a three strike policy for attendance at their annual residential.
- Permanent removal to another class.

- Follow-up procedures are detailed in the Pastoral Care Policy.
- Progress recorded in merit book and Pastoral File

The follow-up procedures below will include the involvement of the Senco/V.P. and/or the principal:

- Weekly or daily reports to parents
- Input of Senco
- Referral to educational psychologist with parental approval or other relevant support agency.
- Follow up meeting with parents.
- If unacceptable behaviour continues, the matter may be referred to the Board of Governors.

### **Procedure for Disruptive Pupils**

On occasions when pupils continue to disrupt normal school life and do not respond to internal disciplinary procedures, the following procedure is adopted:

- (a) Principal (or his nominee) and class teacher meet with parents to discuss the nature of the disruptive behaviour.
- (b) Principal (or his nominee) and class teacher will present a record of the pupil's behaviour in school to the parents along with the details of action taken (to be taken) by the school.

Please note that for (a) and (b), in accordance with our Pastoral Care Policy, minutes of meetings and agreed actions will be recorded.

- (c) Parents are requested to co-operate with the programme which is planned to remediate behaviour.
- (d) If unacceptable behaviour continues, parents will be invited to discuss matters further and if necessary the expertise of external support services such as the Educational Welfare Office, Psychological and Social Services will be sought. (For the good of all concerned, problems will be tackled as early and as effectively as possible).

- (e) Should behavioural difficulties not be resolved under any of the above, it may be necessary to refer matters to the Board of Governors under the Scheme for Suspension and Expulsion as set out by CCMS.

Please note that separate guidelines are issued for Child protection and Bullying

Misbehaviour is dealt with by the class teacher in the first instance. Cases of serious misbehaviour are dealt with by the Pastoral Care Team, Vice-Principal or the Principal. If a pupil's behaviour is considered serious enough, parents/carers will be informed and if appropriate invited to attend an interview in school, to discuss the matter.

Should children persistently breach the school's 'Code of Conduct', Golden Rules' and or 'e-Safety' policy recommendations then a range of sanctions will be consistently implemented by all teachers throughout the school.

The severity of the offence will determine which sanction is imposed. It is important that all children understand the 'Code of Conduct', Golden Rules', e-Safety Policy and endeavour to behave in an acceptable manner.

The quality of education of all children in the school will be the over-riding consideration. Should this be jeopardised over a period of time, the Board of Governors will not hesitate to suspend or expel an offending pupil, following DENI and NEELB set procedures for suspension and expulsion of pupils.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

The school reserves the right to impose any sanction listed below if an incident is serious enough to warrant it.

### **Minor Offences**

- A quiet word or some attention by the child's teacher often will prevent more major problems from developing.
- Removal of a portion of Golden Time.
- Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.
- Reprimand by the class teacher.
- Children may be expected to finish classwork at home.
- Isolation in class – for a set period only and within the teacher's vision and direct control.
- Loss of merits

### **Moderately Serious Misbehaviour**

Removal from the class to another class for a short period.

Child may be sent to:

- (i) Pastoral Care Team member
- (ii) Vice-Principal
- (iii) Principal

Completion of a task or tasks at home appropriate to the seriousness of the unacceptable behaviour. This sanction is also used to isolate children causing problems in the playgrounds at break or lunch time.

Parents informed if appropriate.

### **Serious or Persistent Misbehaviour**

If all previous sanctions fail, or in the case of very serious misconduct, then a formal interview with the parents will be arranged (Parents/carers may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:

- Withdrawal from participation in play at break and/or lunch time.
- Withdrawal/exclusion from after-school activities, school trips, school sports' teams.
- Child spends time with a member of staff during break and/or lunch free time. Placement in Another Class for short periods only, this is a decision taken at SLT in conjunction with parents and BOG

A report card where Principal/teacher record comments on child's behaviour, signed by the parent each day.

### **Serious and Persistent Misbehaviour**

If appropriate, one or more of the sanctions listed below will only be invoked if all other measures fail and a pupil is consistently involved in serious and persistent misbehaviour. Some of the sanctions listed above may also continue to be implemented.

### **Referral**

Child may be referred to the Education Board's Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a Statement for Emotional and Behavioural Difficulties.

### **Debarment**

Debarment during the lunch break. In the case of a pupil whose conduct is becoming unacceptable, the parents will be informed, that if their child's behaviour does not improve, he/she may not be allowed on the school's premises during the times specified. Should there be no subsequent improvement in their child's behaviour, the parents will be informed in writing of the times during which their child is not allowed on the school's premises.

### **Suspension or Expulsion**

Suspension - for serious and persistent misbehaviour the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland

### **CAPS Programme (Character Approach to Problem Solving)**

The Character Approach to Problem Solving has been introduced to St. Bernard's as an innovative and successful way of developing citizenship within the 21<sup>st</sup> century. Through role-play, drama, art and music, children celebrate the character traits of responsibility, respect, friendship, caring, honesty, diligence, forgiveness, patience and courtesy.

CAPS ties in with positive behaviour initiatives and the whole rationale behind the revised curriculum. Pupils are rewarded for their efforts in developing character traits and the programme gives everyone an opportunity to utilise multiple intelligences and visual, auditory and kinaesthetic learning to the full. Pupils are awarded a CAPS certificate each month and a CAPS bracelet which they wear for the full year.

### **Methods of promoting Positive Behaviour in St. Bernard's**

In St. Bernard's we aim to create a happy and safe working environment where children develop through encouragement, example and discipline to become confident, independent and responsible young people. Here are some of the measures we take in school to promote a positive ethos and sustain good behaviour.

- Prefect/Buddy system.
- School Assemblies
- Pupil awards for: week, month, term, year, attendance and special events
- Religious Services: Alive O Prayer services
- Year Group and whole school Masses
- Circle Time
- Training for all staff on anti-bullying strategies
- School Rules
- Class Rules
- Positive supervision at all times
- Positive marking policy
- Regular monitoring and reporting from Pastoral care Teacher and Designated teachers for Child protection
- Designated teachers for Child Protection

- Planned parent/teacher meetings
- Reports to parents yearly
- Curriculum and information meetings
- School Calendar
- Involvement in parent surveys to inform future practice
- Training for supervisory staff in promoting positive play
- All pupils have the opportunity to perform in school plays, concerts, masses etc
- Whole school approach to daily implementation of our Merit Book System
- Monthly celebration of Character traits to include Responsibility, Respect, Friendship, caring, Honesty, Forgiveness, Diligence, patience and Courtesy.
- Golden Rules and Golden Time
- Presentation of CAPS bracelets
- Merit Books
- Pastoral Care Team weekly involvement



## **Core Skills for Reinforcement of Positive Behaviour**

### Identifying appropriate behaviour

These are your rules. Refer to them constantly.

### Targeting rules

Tell pupils in advance what you expect. Set them up to succeed.

### Modelling behaviour

Show the pupils what you want. Eliminate 'second-guessing'.

### Praise appropriate behaviour

Catch pupils being good and reinforce / reward them.

### Use positive language

It is more likely to elicit the desired response.

### Proximity Praise

Proximity praise relies on the 'ripple effect' where the positive feelings from praising individual students who are working hard or behaving well spread or 'ripple' around the room – with other students getting the message that if they behave in a similar way, they too will receive praise. -

Find other pupils behaving appropriately. Praise them.

### Tactical withdrawal

Defuse the situation and deal with it later. Defuse by distraction, speaking to another child/adult in the child's presence, use technology as distraction- phone, I Pad -offer a way out for child. Remove one of the children if there is more than one child involved- This is not a back-down.

### Calmness

Do not lose your temper. Calmness helps adults and children alike.

### Prime Children

Prime children using Social Stories – especially if the children have a special need, behaviour issue or are on the Autistic spectrum as social situations and unstructured time such as break and lunch times will be very difficult for these children

### Pre-empt situations

If you know a child reacts to a certain stimuli in a negative manner be prepared for what will happen eg on a wet break/choir practice playing a certain team game/a change to the original timetable- have a plan B for those days and occasions and make sure everyone who needs to know, does know CT, CA, other teachers, classmates and supervisors.

## **BULLYING**

### **Dealing effectively with bullying - A guide for pupils and parents**

Although Bullying is dealt with in a separate policy, it is necessary to highlight within this Positive Behaviour Policy, what bullying is, the measures taken to educate the children and how we promote an anti-bullying culture.

#### ***What is bullying?***

Bullying is behaviour that intentionally causes distress to others. It may be physical (eg biting, kicking), verbal (eg name calling) non-verbal (eg ignoring or excluding) or emotional (eg talking behind backs, spiteful uncharitable actions). Bullying is a behaviour repeated over a period of time.

Bullies will often claim that they were having a joke or a game. They may not understand their actions may be classed as bullying.

### **IF YOU'RE BEING BULLIED IT'S NOT YOUR FAULT.**

#### ***What to do?***

##### **Don't suffer in silence.**

Tell your teacher, or parent or any adult you can trust. Someone can always help you.

##### **Don't react.**

Try not to show that you are upset, if you can just walk away.

##### **Find a friend.**

There is safety in numbers and also you will have a witness.

##### **Avoid danger zones.**

Avoid being alone in a place where the bully is likely to be.

##### **Keep a note or diary of what is happening.**

This helps you to remember exactly what happened and if there is a pattern.

#### **What signs should parents look for?**

- Sudden unhappiness and fear

- Has damaged or lost clothing or possessions
- Unwillingness to go to school
- Is quieter than usual, withdrawn or distressed
- Sleeps badly or cries at night
- Loss of appetite
- Unexplained cuts and bruises

You may contact either your child's class teacher or the Designated Teacher – Mrs Walsh

#### **What the school will do:**

The school will take the issue seriously and deal with any parents or pupils' concerns. All events will be recorded in writing and if appropriate an 'Alleged Bullying Incident Form' will be completed. A teacher will record discussions with both parties.

The school will make an informed and fair judgement on every incident of alleged bullying and will follow the school procedures on dealing with the 'bully' and supporting the child who has been bullied.

Incidents of bullying will be regularly monitored using internal procedures and through the use of Circle Time. This is a strategy which uses discussion to air feelings and emotions and may be used to resolve conflict. The Principal, Vice-Principal or Designated Teacher will make contact with the parents of both victim and bully if it is deemed necessary. The School needs time to deal with any alleged incident of bullying however all cases will be dealt with in line with school protocol.

#### **Parental Concerns or Complaints:**

If a parent has a concern or a complaint they should contact the class teacher or Principal as soon as possible to discuss their concerns. If a parent is still unhappy they may contact the Chair person of the Board of Governors in writing outlining their concern and request a full investigation of the situation.

### **Monitoring and Evaluating:**

The Principal monitors and evaluates the implementation of the policy on an on-going basis. The Pastoral Care Team keep records of any concerns or worries raised by the children in the worry box and the action taken to address these concerns. Individual Behaviour Plans are kept on the child's record and stored centrally by the SENCO.

The Principal / Vice Principal retain concerns raised by parents and the action taken. An evaluation of the policy is presented to the Governors on a term to term basis under the inclusion of Child Protection/ Pastoral Care.

Staff who may have concerns about the consistent implementation of this policy may raise their concern with any member of the SLT.

### **Concluding Remarks**

Our school community have been consulted in the development of this Policy. The pupils of the school in particular have chosen all their classroom rules, Golden Rules and Playground Rules themselves. This Policy, we believe, supports the ethos of our school. The Policy is embedded in the principles of Catholic education with a major emphasis on positive reinforcement. Every child is encouraged and motivated to strive to do their very best. Children are rewarded for their achievements and know what is expected of them. They understand the 3R's, Rules, Rights and Responsibilities and this is continually reviewed and nurtured. We hope this Policy preserves the dignity of the children and allows them to grow in a safe, caring and structured environment, which is value led. We expect all members of our school community to fully support this policy and to work for the common good of the school and all who attend here. This collective responsibility is shared with the Governors of the school, the Principal, teaching and support staff, the parents and their children.

## **Appendix 1**

### **Rights and Responsibilities:**

The staff of St Bernard's will create an environment in which quality learning and teaching is paramount. Behaviour will be positively managed and opportunities will be provided for pupils to achieve success and have that success acknowledged. All partners in our school community have discrete and complimentary roles in the education of the pupils at St Bernard's. Pupils, parents and teachers all have rights, responsibilities and rules. It is important for the successful implementation of this policy that everyone within our school community accepts and understands these.

#### ***Pupils have a right to:***

- Be valued as members of our school community;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views considered and, as far as is reasonable, acted upon.
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning need identified and met;
- Develop and extend their interests, talents and abilities.

#### ***Pupils have a responsibility to:***

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the view, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are in difficulties;

- Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

***Teachers have a right to:***

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and to contribute to policies which they are required to reflect in their work;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources.

***Teachers have a responsibility to:***

- Behave in a professional manner at all times;
- Show interest and enthusiasm in the work at hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert helping pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with parents any concerns they have about their child's progress or development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development;

Learning assistants, supervisory, ancillary and non-teaching staff, share a sense of collective responsibility towards these rights.

***Parents have a right to:***

- Ensure children come to school well rested, having received an adequate breakfast and suitably presented.
- A safe, well-managed and stimulating environment for their child's education;

- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- Be well informed about their child's progress and prospects.
- Be well informed about school rules and procedures.
- A broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation.

***Parents have a responsibility to:***

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of the school rules and procedures, and encourage their child to abide by them.
- Show interest in their child's class work and homework and where possible, provide suitable facilities for studying at home;
- Act as positive role models for their child in their relationship with the school.
- Attend planned meetings with teachers and support school functions;
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- Promote and encourage positive behaviour in the home;
- Ensure that their child behaves appropriately during his/her journey to and from school.
- Take all incidents seriously and work in partnership with the school for the good of their child(ren).