St Bernard's RC Primary & Nursery School
Positive Behaviour & Relationships Policy

Approved by Governors: September 2026
Review date: October 2028

Aims and expectations

It is a primary aim of our school that every member of the school community, (children, school staff, parents/carers, governors), feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our School Rules

At St Bernard's, all members of our school community have three rules underpinned by our mission, vision and values:

- **Ready**
- **Respectful**
- **Safe**

These are displayed in classrooms and referred to as and when necessary during the school day. (See bottom of policy for example of this.)

Visible consistencies

- All staff use the same signal for regaining children's attention - 'when you are ready' with an adult's arm in the air. Children show hands and stop.
- All staff to positively meet and greet each morning, choosing a way which suits the children/class best. Staff to support children in replying to greetings.

Recognising & rewarding positive behaviour

At St Bernard's we ensure attention to best conduct through recognition, praising in public, motivation and engagement. Positive behaviour will be encouraged throughout the day and rewarded appropriately:

Nursery - Stickers

Teams Reception & 1 - Class Dojo

Teams 2 to 6 - Variety according to individual children/class

At the end of each day, school staff are expected to communicate positive feedback to parents/carers about their child's progress and behaviour during the day.

Consistent strategies for dealing with inappropriate behaviour

Low level disruption

Teachers and other adults deal with low level disruption in a calm and considered manner. Any unwanted behaviours are made aware to the individual child at the earliest opportunity **without drawing attention to the rest of the class and by using assertive discipline techniques**. Our school rules are referred to, to remind children of our expectations. Low level disruption will be recorded on CPOMS.

Reflection time

If a child has already been reprimanded in private and continues to display unacceptable behaviour, they will be asked to have 'reflection time', either outside of their classroom or in another class. Where appropriate or necessary, the class Learning Coach will escort the child to their partner class. This will be for 5 minutes and the other class teacher will welcome them in a ***positive*** way. During this time period, the child should reflect on their behaviour and refocus themselves ready to return to their class.

After five minutes, the class teacher will ask the child to return back to their own class to continue their learning. Their own class teacher will welcome them back in a positive manner and re-engage them in their learning.

SLT action

If a child continues to be disruptive when they return from time out, or refuses to go to their partner class for time out, the SLT will become involved and the child will be removed from the class or the class will be removed from the child.

If there is an incident on the playground a member of SLT will remain with the child.

Applying Sanctions and Restorative Justice

We believe that everyone can learn from mistakes. If a school rule has been broken, the class teacher or learning coach will hold a positive, restorative justice conversation with the child. This will take place at the earliest opportunity when it will not impede on learning such as during break or lunch time. During the conversation there will be the opportunity to teach a child the lines of appropriate behaviour, to model appropriate behaviour, to highlight the boundaries both in terms of expected behaviour and in the teacher/pupil relationship and to reinforce the rules and routine.

A child's previous positive behaviour will be referred to and the aim of the conversation is to raise a child's self esteem and belief that they can choose to follow the school rules and be noticed and praised positively for it.

Personal Behaviour Plans (PBP)

Any child found to be consistently refusing to follow this policy will be provided with a Personal Behaviour Plan (PBP) as well as a case study to identify specific triggers and targets. This plan will be developed during a meeting with the child, Class Teacher, SLT, SENDCO and Parents/Carers where necessary.

Use of Reasonable Force and Safe Holding

Members of staff have a legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or causing damage to property, in line with Department for Education guidance (Use of Reasonable Force in Schools). The use of force or physical intervention will always be a last resort, using the minimum force necessary for the shortest possible time. Where physical intervention is required, trained members of staff will utilise Team Teach techniques to maintain safety and de-escalate the situation. Staff safety is paramount, and no member of staff will be expected to put themselves at unreasonable risk when managing challenging behaviour. Any incident involving the use of physical intervention or safe holding will be recorded promptly on CPOMS and reported to parents/carers

Serious Incidents

Any behaviour which has been deemed serious will be recorded as an incident on CPOMS and tagged accordingly. For any serious behaviour, parents / carers will be informed about the incident and any consequences arising.

For any complaints made by parents / carers about behaviour, the complaint will be recorded on CPOMs and a meeting will be arranged, where a series of prompts and questions will ensure the incident can be sorted out effectively and efficiently. This will be led by either the Assistant Head, Head of School or Executive Headteacher. A follow up date from the first meeting will be arranged to ensure the situation has been resolved or to discuss further actions. All reports will be monitored and responded to in order to improve behaviour across the school and to ensure that parents / carers are happy with the outcome of a complaint. A debriefing meeting will be held with the members of staff involved.

Fixed period and permanent exclusions

Only the Headteacherl has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Head of School informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. ***A multi agency meeting, including parent / carer, class teacher, Headteacher -and any other key member of staff involved in working with the child involved- will take place in the event of a child being excluded beyond 5 days.***

On return from a fixed period exclusion, the child will be welcomed back to school and a meeting will take place with parents. School rules and expectations will be revisited and from this meeting, a PBP is agreed which will then be discussed and completed with the child.

The PBP is to be reviewed weekly to begin with by the Head of School. If the child continues to disrupt then the school will enforce further fixed term exclusions which could then lead to permanent exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the

Headteacher. However, the Governing Body has a disciplinary committee which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher and Head of School must comply with this ruling.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headtecaher will put a copy of the letter of exclusion on CPOMS.

The school's behaviour policy complies with Section 29 of the Education and Inspections Act 2006

Policy Agreed by Governors: September 2026
Signed: B Lettissier (Chair of Governors)
Review Date: September 2028