



ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY TRUST

Behaviour Policy

Striving for excellence in all that we do, reflecting the Light of Christ to the world



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Behaviour Policy

This policy operates in accordance with the teachings of the Catholic Church¹
and our Academy Mission Statement².

Approved by: the Local Governing Body, Advent Term 2025.
Next Review: Advent Term 2027.

¹ The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

² The Academy Mission Statement is located on page 5 of this policy and on our website.

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ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

MISSION STATEMENT

Jesus said: "I AM the Light of the World."

By the Light of Jesus Christ, God reveals to each of us who He is.
God is Love, and His Love is revealed in Truth, Goodness, and Beauty.
God's Love is revealed in His Creation, in our beautiful world, in His Holy Catholic Church,
in our families, in our friends, and in every human person, and we welcome all in the Holy Name of Jesus.

At St. Bernadette's, we believe that every child is a precious gift from God to each of our families,
created in His own image and likeness so as to radiate His Love, Truth, Goodness, and Beauty.
We believe that every child has been blessed by God's Grace to know Him and love Him,
and to know of God's infinitely deep and abiding Love for each of His children.

Upon entering our academy, children are welcomed into a loving, caring, safe, and nurturing environment,
beginning a journey with us through which they will grow and mature, blossom and flourish.
We help our families to form their children by providing a well-rounded education,
full of challenge and rigour; fun and creativity; excitement and wonder.

'Striving for excellence in all that we do, reflecting the Light of Christ to the world'

Our academy motto expresses our firm and enduring commitment to endeavour for excellence.
We believe that every child has been created by God to strive for excellence in all aspects of life,
and when united in friendship with Jesus, they are empowered to reflect the Light of Christ to the world.

Jesus said: "I AM the Way, the Truth, and the Life."

"I have come so that they may have life, and have it to the full."

JESUS IS 'THE WAY' so let us walk in His footsteps of Love and Friendship, and follow His example of Goodness.

JESUS IS 'THE TRUTH' so let us listen to what He says, believe His teachings, and profess His Gospel.

JESUS IS 'THE LIFE' so let us live by His commandments to love God, and love our neighbour.

When we do these things, Jesus will help us to lead the life He wants us to have, 'and have it to the full'.
Just as Jesus said that He is 'the Cornerstone' on which we should build our whole lives, in the same way,
our Cornerstone Values, centred on Christ, provide the firm foundation for all that we do in our academy.

OUR CORNERSTONE VALUES

LOVE	To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.
VIRTUE AND GOODNESS	To grow in virtue, becoming more like Jesus in what we think, say, and do. To be well-behaved and well-mannered; courteous and polite; considerate and helpful; kind and forgiving.
PRAYER AND SERVICE	To be friends with Jesus through prayer and devotion, liturgy, and worship of God. To live the Gospel in service of others – our family, academy, parish, the wider community, and in charitable outreach to those less fortunate than ourselves; the poor, the disadvantaged, and the suffering.
RADIANCE	To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.
JOY	To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.
WONDER	To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.
EXCELLENCE	To strive for excellence, and have high aspirations to work hard and achieve our very best.

We believe that every child is unique and special, created by God for a special reason,
with a unique mission – a vocation which God is calling them towards – and we believe that God has blessed
each child with the character, gifts, and talents to help them succeed and be happy in their mission.

At St. Bernadette's, it is our honour and our passion to help, support, and encourage each child
to fulfil their God-given potential, and ready them to contribute positively to society in service of others.

Walking in footsteps of love with Jesus, following the example of Our Lady of Lourdes and Saint Bernadette,
may each child come to know of their special place in God's Heart, and when 'Heart speaks unto heart',
may each child have the trust and confidence to pray the words of this prayer by Saint John Henry Newman:

'God has created me to do Him some definite service.

He has committed some work to me which He has not committed to another.

I have my mission.'



Patron Saints

Saint John Bosco and Saint Teresa of Ávila

We ask and pray for the guiding and sustaining influence and powerful intercession of these holy saints in the implementation of this policy for our academy.



Saint John Bosco (A.D. 1815 – A.D. 1888) was born in Italy and from a young age felt a call to serve Jesus as a Catholic priest. He was ordained a priest in 1841, and his holiness attracted to those he met because it was rooted in the Christian virtues of faith, hope, and charity, and exceptional purity of life and this drew people to him. He saw that his calling from God was to work with young, underprivileged children, and he told them, “God wants us to be happy and to rejoice in the love of Jesus.” He attracted hundreds of young people to meet and pray and to learn the catechism, and was passionate about providing a good education for the young children in his care.

In every young person, a point of goodness is accessible, and it is the primary duty of the educator to discover that sensitive chord of the heart so as to draw out the best in the young person.
It is not enough to love the young, they must know that they are loved.

Saint John Bosco, Priest, Educator, Writer, and Founder of the Salesian Order,
at his canonization by Pope Pius XI, he was given the title, *Father and Teacher of Youth*

Saint Teresa of Ávila (A.D. 1515 – A.D. 1622) was born in Spain and entered a Carmelite convent when she was eighteen years old. The behaviour of the nuns in the convent was very poor: she did not see nuns who wanted to be friends with Jesus, but friends of the world, saying to herself that Jesus, “...seemed to have so few friends, that the ones He does have should be good ones.” So, despite great opposition, Teresa was determined to reform the Carmelite order of nuns. She encouraged improved behaviour through a life of poverty and prayer and a more committed attitude of service to God. She founded nearly 20 convents, had many mystical experiences and wrote many prayers, poems, and books on the spiritual life.

Christ has no body now on earth but yours, no hands, no feet but yours.
Yours are the eyes with which Christ looks out His compassion to the world.
Yours are the feet with which He is to go about doing good.
Yours are the hands with which He is to bless us now.

Saint Teresa of Ávila, Carmelite Nun, Mystic, Writer on the spiritual life, and Doctor of the Church

1 An overview of behaviour and discipline in our academy

The distinctively Catholic ethos which permeates every aspect of life in our academy provides the loving, caring, safe, and nurturing environment in which our high expectations for good behaviour are not only made possible, but are actively encouraged, rewarded, and celebrated. Central to all our educational endeavours and our striving for excellence in all that we do, is our fundamental belief that living in the Light of Christ by following His commandments to love God and love our neighbour, empowers our children to live, learn, work, and play, in an atmosphere of genuine love and fellowship which inspires good behaviour and the benefits this brings to all in our academy.

A Christian approach

Our Catholic ethos advocates a truly Christian approach to behaviour and discipline in our pupils. As Christians Jesus asks us to learn from Him by striving to be 'meek and humble of heart': to behave in a kind and virtuous way to others, and if we are hurt by the words someone says to us or the things someone does, then Jesus asks us to have the heroic courage to be meek and patient and slow to anger like He was, and in doing so we can have peace of soul.

Although Jesus calls us to be virtuous, He also knows that sin hinders our capacity to practise virtue, and that we are prone to sin, commit faults, and behave poorly. When this happens, Jesus asks us to acknowledge our faults and failings, then in humility show contrition for what we have done wrong, say 'sorry' and then strive not to commit those same faults or behave as poorly in the same way again. Furthermore, as Christians, Jesus instructs us to forgive those who have sinned against us.

One of our patron saints for this policy, Saint John Bosco, speaks of the need for kindness in the education of young people; and this is the hallmark of our approach to behaviour and discipline. We seek always to act in a way that is truly Christ-centred so that when the behaviour of children falls below the standards we expect, matters are always handled in a spirit of gentle encouragement and kindly discipline whereby children are encouraged in a kindly way to learn from their mistakes.

When poor behaviour occurs, we deal with the issues in a proportionate manner which is determined by the nature of the fault committed, the situation in which it took place and which gives it context, and the age of the child and their level of maturity, and what might rightly be expected of them.

Though we deal with problems of poor behaviour in a spirit of moral justice and fairness, we also advocate the Gospel values of mercy and compassion, and recognise that a child can learn greatly from gentle encouragement to see the wrong they have done, acknowledge it honestly, and then where necessary, say 'sorry', and help them understand why they should not behave in this way again. Just as God's grace can reveal itself in the humble act of saying 'sorry', and in a firm resolution not to behave this way again, it is likewise a great gift from God to be able to offer forgiveness to someone, and even offer the hand of friendship to them. Doing so means that even in times where behaviour drops below the standard that we advocate and expect, valuable lessons can be learned by the child.

It is our hope that dealing with such incidents of poor behaviour in the Light of Christ enables discipline to be instilled in a kindly way which brings peace and healing aimed at growth in the understanding and maturity of the child, restoring friendships among children, and where there may have been discord and even disruption to lessons, we strive to administer appropriate and proportionate discipline in order to bring a renewed sense of harmony to the classroom setting for the benefit of the education, formation, and well-being of all the children in the class.

Formation of a good character

We recognise that parents are the first educators of children, and it is our privilege to work in close partnership with all our families to form their children with a good character and support us in our work to instil and encourage good behaviour for the benefit of all children, and we thank them for helping us to foster within our academy a truly Christ-centred family spirit.

A crucial role of our school as a place of Catholic education is the cultivation of young hearts and minds to form children to be of good moral character who seek to do what is honourable and noble through the practise Christian virtue. This will not only benefit our children in later years when they reach adulthood but is borne out here and now in high standards of good behaviour, good manners, courtesy and politeness, that helps to build a warm and friendly atmosphere where each one of our children is given the best opportunity to prosper in their God-given gifts and talents and achieve the very best that they can in their time with us.

A focus on behaviour in our Mission Statement, Cornerstone Values, and Academy Rules

Our Mission Statement places special importance on our seven Cornerstone Values which are based on the example and teachings of Jesus Christ and His Church, and extol to children the importance that we place on the practise of virtue and goodness by striving to be like Jesus in what they think, say, and do, and thereby loving God and their neighbour – their classmates and all the children who attend our school. The Catholic ethos evoked in our Mission Statement and its Cornerstone Values helps children begin to learn to appreciate that it is no small thing, rather it is truly heroic and noble to be well-behaved, well-mannered, courteous and polite, considerate and helpful, kind and forgiving.

Further to the Mission Statement and our Cornerstone Values, we have a set of Academy Rules which offer practical suggestions to children for ways in which they can to look behave well by caring for themselves, caring for their neighbour, and caring for the academy.

Pastoral support

Wherever the need arises, our academy offers excellent pastoral support. Every teacher and every member of our support staff should be seen as someone to whom any child can turn to for help and encouragement, and we have dedicated members of staff who are always available to provide outstanding levels of care to every child and in all situations. Indeed, any factor affecting the governance of behaviour and discipline within the academy and our ability to maintain the high standards we expect is treated with the genuine love and care that flows from our Catholic ethos.

2 Academy rules

Supplementing our Mission Statement and Cornerstone Values which make clear the importance that we place on the formation of a good character through the practise of Christian virtue and our high expectations for our children to be well-behaved and well mannered, courteous and polite, kind and forgiving, we have our three academy rules – *Care for ourselves*; *Care for each other*; and *Care for our academy*. These three easy-to-remember rules are displayed on attractive posters throughout the academy, and below each rule we list practical ways in which our children are encouraged to take responsibility for themselves, for their behaviour, and how they relate to one another within their class and the whole school community and take care within the academy itself. The poster for Key Stage 2 is shown below. The rules are explained by class teachers at the beginning of the school year and are also focussed on annually in a whole-school assembly.



3 Recognition of good behaviour

As an academy, we strive constantly to recognise, reinforce, and reward the good behaviour of our pupils so that they can grow to understand and appreciate the benefits to them, their classmates, and others of behaving in a kind and courteous way, as described in our Cornerstone Values and outlined in the aims below which lie at the heart of our Catholic ethos.

Aims

- ❖ To develop the character of the child so that they respect themselves and others, recognising that they have a special place in God's heart and that they are loved and cherished by Him, and are likewise cherished as unique and special members of our academy.
- ❖ To help children see that good behaviour helps create an atmosphere which allows them to develop their God-given gifts and talents to the full, allowing them to shine like bright stars, so that they are better able to strive for excellence in their work and achieve their very best.
- ❖ To approach discipline in a spirit of encouragement and reward, emphasising the positive, rather than focusing on the negative and resorting to punitive measures.

In addition to praising acts of virtue and goodness by our pupils we also have a range of rewards to acknowledge instances of excellent behaviour and to inspire children to continue their efforts each day to strive towards these high standards.

Worker of the Week

Every week each class will have a 'Worker of the Week' award chosen by the class teacher with the certificate presented in Assembly the following week.

Merits

Merits are awarded for good work in class and for homework, for good behaviour, a positive attitude, collaboration and co-operation, and when a child shows initiative. Each merit is added to a running total for the four house teams – Soubirous, More, Clitherow, Webster – and the team that has the most merits at the end of each term will receive the Team Cup.

Bronze Award	25 merits
Silver Award	50 merits
Gold Award	75 merits
Super Gold Award	100 merits
Platinum Award	150 merits
Headteacher's Award	200 merits

Gold Star

To recognise exceptional behaviour or contributions to the class, a child's name is written underneath a gold star. At the end of every day one name from the list is chosen as the 'Star of the day' and a reward is given at the discretion of the teacher.



4 Discipline of poor behaviour

When behaviour falls below the expected standard, when faults and failings happen, we work diligently to ensure that pupils understand what they have done wrong, and help them to learn from their mistakes. This encourages a positive change in their behaviour, attitude, and outlook.

Aims

- ❖ To see the Light of Christ as a kindly light in which children can see that they must take responsibility for their actions and acknowledge when they have failed in their behaviour; that this will be received in an atmosphere of understanding; that saying 'sorry' is warmly encouraged; and that it is a great gift for forgiveness to be both offered and received.
- ❖ In situations where there has been a serious breach of what we deem acceptable behaviour, or repeated offences of very poor behaviour have occurred, and where there is no sign of contrition or an acceptance that the incident or pattern of behaviour needs to change, then our academy will be both firm and balanced in our response, proportionate to the age and level of maturity of the child /children involved, and always in a spirit of Christian charity which our Catholic faith demands of us.

Encouragement, understanding, contrition, and renewal

In incidents of poor behaviour it is very important to help and encourage pupils understand what they have done wrong and the effect that it has on their neighbour, encourage contrition and being sorry for what they have done wrong so that a renewal of friendship and harmony within the classroom and school setting can begin.

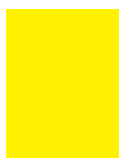
We believe that saying 'sorry' is a sure sign of God's grace at work within the child, even if they can sometimes find it difficult to say sorry. We encourage within each child a willingness both to offer and receive forgiveness as this is one of the most fundamental attributes necessary for anyone to live a Christian life and be a true follower of Jesus, making very real the action of forgiveness spoken of in the prayer which Jesus Himself taught us – the Our Father. God's mercy can then transform any faults we may have so that we can begin to practise virtue and strive not to behave poorly in that way again, and so be open to renewal and the peace and joy that this brings.

At St. Bernadette's, we view the small faults and failings that our children make, whether in words or actions, not as something to condemn but rather as an opportunity to grow, develop and mature into well-rounded, well-mannered, and well-behaved young people who are a credit to their families and a credit to our academy.

However, we also recognise the importance of having a structured approach across the whole academy for dealing with such times when a child fails to meet our expected standards of behaviour; and this structured approach is outlined on the following pages.

5 A structured approach to incidents of poor behaviour

1. The **First Verbal Warning** is issued.
(The child is given an opportunity to reflect, say sorry, and change their behaviour.)



2. If poor behaviour persists, there is a **Second Verbal Warning**.
The child's name is placed on a **Yellow Card**. (Once again, the child has the chance to work back from this level by changing their behaviour.)



3. If poor behaviour persists further, the child's name is placed on an **Orange Card**.
In this instance an appropriate consequence will be issued to the child at the discretion of the class teacher.



4. In the most serious cases of outright bad behaviour, or in a pattern of repeated poor behaviour, the child's name is placed on a **Red Card** and a more significant consequence is put in place.

It is at the teacher's discretion to record incidents on our electronic CPOMS system.

If a serious incident occurs it may mean that a child can be put on an Orange Card or the Red Card without any of the preceding warning stages being followed.

Children have the opportunity to be taken off the cards if their behaviour improves during the day. Each day is seen as a new start.

- ❖ In all instances, class teachers are expected to deal with behaviour problems initially.
- ❖ If it is deemed necessary by the member of staff concerned, more serious incidents can be referred to Mr. A. Strong (boys' incidents) or to Miss Smith (girls' incidents).
- ❖ In only the most serious incidents, the matter can be referred immediately to the Headteacher. In these cases, the Headteacher will decide whether it is necessary to make contact with the child's parents.

Parents are requested to cooperate fully in bringing about an improvement in their child's behaviour and in encouraging the child to be reconciled to meeting the required standard of behaviour that the academy expects of our pupils. It is highly likely that the child in question will be given further opportunity to change their behaviour for the better. However, if there is no improvement in the child's behaviour, and the academy has exhausted all other options to help the child towards the necessary standard of behaviour, the academy reserves the right to initiate the exclusion procedure. This decision is at the discretion of the Headteacher.

Pupils are made aware of these rules at regular intervals throughout the year. This policy is placed on the academy website for parents to view, or copies can be obtained on request.

6 Lunchtime supervision

Discipline

- ❖ All incidents are to be reported to the Senior Supervisor.
- ❖ The Senior Supervisor is to keep an account of incidents, and the class teacher will be informed if necessary.
- ❖ If poor behaviour continues, the Senior Supervisor will issue a final warning to the child before reporting the matter to Mr. A. Strong or Miss Smith.
- ❖ Should the situation continue, the Headteacher will be informed and the parents contacted.

7 Special Educational Needs and Disability Act 2001

Pupils with behavioural difficulties are covered by the Act if their behaviour relates to an underlying physical or mental impairment that amounts to a disability under the definitions of the Act. If the underlying impairment is a mental illness it must be one that is clinically well recognised.

8 Bullying

What is bullying?

A Definition from 'Preventing and Tackling Bullying' – DFE 2011

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

This refers to all incidents including cyber-bullying. See E-Safety Policy for further guidance.

Aims

To stop bullying happening again by encouraging both victim and bully:

- ❖ To think about their behaviour and the causes and effects of the bullying;
- ❖ To find the solution to their problems themselves.

Talking to pupils

Consider each pupil's individual situation – the behaviour pattern of victims and bullies are often the result of values and experiences which they bring to the academy from outside.

Support the victim by

- ❖ Making sure that the pupil feels that he or she is being listened to;
- ❖ Assuring the pupil that all incidents of bullying are taken seriously;
- ❖ Reassuring the pupil by explaining how:
 - ❖ he or she will be supported;
 - ❖ the incident will be dealt with.

If the pupil has initially confided in another adult, try to involve that person.

Ensure that the bully is dealt with fairly

- ❖ Describing the reasons for your meeting with the pupils (if appropriate, protecting the victim and the identities of any witnesses);
- ❖ Stay calm and non-judgemental to make sure that the pupil feels that he or she is being listened to;
- ❖ Assure the pupil that all incidents of bullying are taken seriously and that you disapprove of all acts of bullying regardless of the reason.

Explain

- ❖ How he or she will be supported;
- ❖ How the incident will be dealt with.

Generally

- ❖ Stay calm and non-judgemental when pupils talk through their understanding of the problem;
- ❖ Listen more than you speak (pupils are more likely to reflect upon their behaviour if they feel they are being listened to rather than spoken at);
- ❖ Paraphrase what you are told to show that you understand what the pupils have said. It shows how the pupils perceive the situation which is important;
- ❖ Encourage the pupils through questions to reflect upon their own behaviour and the factors which have influenced the behaviour of others;
- ❖ Encourage the pupils to think of ways they can resolve the difficulties and avoid them happening again;

What to do

- ❖ Fill in the basic details on the electronic CPOMS system as soon as possible;
- ❖ This will be referred to the appropriate member of staff.

Benefits of recording incidents using CPOMS

It helps us to:

- ❖ Identify clear and consistent procedures for dealing with incidents of bullying;
- ❖ Monitor progress of individual pupils;
- ❖ Monitor and review this policy.

Discussion with pupils

To try and help both the bully and the victim to:

- ❖ See the situation from others point of view;
- ❖ Explore the causes and effects of the incident;
- ❖ Identify how the situation could have been avoided or can be resolved.
- ❖ Explore ways to resolve the current conflict by completing the electronic CPOMS system;
- ❖ Explain that you are going to talk about and agree on certain things which will be recorded on the electronic CPOMS system.

Discuss further

- ❖ The details of the incident;
- ❖ How the pupils will behave in the future;
- ❖ The monitoring arrangements to be used to make sure that the problem does not happen again;
- ❖ What both pupils should do if another incident happens;
- ❖ What we will do if the problems continue;
- ❖ The date you will meet again to review the success of the arrangement you have all agreed upon.

It can be decided at this stage:

- ❖ Whether a punishment is appropriate;
- ❖ Whether letting parents know about the incident is appropriate;
- ❖ Whether any further information needs adding to the electronic CPOMS system;
- ❖ Ensure the pupil's class teacher is aware of the action.

Inform

The Headteacher of the details and provide a copy of the report.

Review with pupils

Meet the pupils individually before meeting them together. This is less threatening for them and more likely to lead to a frank and open discussion. If there is evidence of further bullying or provocation, meet with the parents.

Further incidents

The Headteacher will involve parents to discuss the matter and invite them to a review meeting to discuss outcomes as necessary.

Resolutions

In all situations, we will use Jesus Christ and His teachings as the basis of our discussions and in the way we seek to resolve any issues and problems. When incidents of bullying occur we strive to be a refuge of support for the child being bullied, reassuring them of our determination to eradicate the problem. For the bully, we aim to help them understand the distress and anxiety their actions are causing. With the help of parents, we work hard to encourage a change of heart and mind on the part of the bully, and so bring about a change in both their attitude and behaviour.

9 Peer on peer abuse

The Academy takes a 'zero-tolerance' approach to any forms of peer on peer abuse.

This can take many forms, such as:

- ❖ Abuse in intimate personal relationships between peers;
- ❖ Sexual violence (rape, assault by penetration, or sexual assault, intentional sexual touching)
- ❖ Sexual harassment (unwanted conduct of a sexual nature-such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting);
- ❖ Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm;
- ❖ Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- ❖ Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.

The Academy takes a proactive approach in trying to prevent incidents. Staff challenge any concerns with children immediately in order to stop behaviour escalating.

Our RHSE curriculum covers important areas such as:

- ❖ Consent;
- ❖ What respectful behaviour looks like;
- ❖ Body confidence and self-esteem;
- ❖ Healthy relationships.

Reporting of cases

Pupils know that the Academy will:

- ❖ Take their safety and wellbeing seriously;
- ❖ Listen to them;
- ❖ Act on their concerns;
- ❖ Not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

- ❖ The victim(s): by stopping the problem and getting the help and support they need;
- ❖ Other people: by preventing it happening to someone else;
- ❖ The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life.

All cases reported to any member of staff will then be reported to the Designated Safeguarding Leader. The Designated Safeguarding Leader will then meet with the Headteacher to discuss the incident and the actions needed. They will decide which of the following actions need to happen.

- ❖ Manage the incident internally;
- ❖ Refer to early help;
- ❖ Refer to children's social care;
- ❖ Report to the police.

With any case that is reported the Academy's response will be proportionate and considered. Whilst we won't tolerate the behaviour, we will not judge anyone – we will support and listen to all of the pupils involved. As well as support for the victim of abuse, the alleged perpetrator(s) will be offered support, so that they can change their behaviour.

The Academy will listen to the victim(s) and their wishes will help to inform our response, but the Designated Safeguarding Leader and Headteacher will make the final decision on how to respond to the incident.

Sanctions

Before any sanctions are put into place the academy will consider:

- ❖ The age and developmental stage of the alleged perpetrator(s);
- ❖ The nature and frequency of the alleged incident(s);
- ❖ How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

After all incidents a letter or phone call to both the victim's and the perpetrator's parents will be made, depending on the severity of the incident they may be asked to attend a meeting in the Academy to further discuss the incident.

For serious incidents the academy is legally obliged to inform the police.

Depending on the severity of the incident, these are some of the appropriate sanctions that may be enforced:

- ❖ A verbal warning;
- ❖ Writing a letter of apology to their peer;
- ❖ Detention;
- ❖ A period of internal exclusion (length dependent on incident);
- ❖ Fixed-term (length dependent on incident) or permanent exclusion (exclusion from the academy would only be used in the most severe cases, for example if the police recommend you exclude a pupil after an incident of sexual assault).

Support

Both the victim and the perpetrator(s) will be offered support from the Academy following the incident. The support needed may vary depending on the severity of the incident. The academy will discuss and agree with the parents/carers and outside agencies the support needed to be put into place, this may involve support within the academy or accessing support from outside agencies.

Recording

All incidents will be recorded on our academy CPOMS system. Details will include:

- ❖ The incident that took place (when and where);
- ❖ The pupils involved;
- ❖ Actions that were taken by the academy;
- ❖ Sanctions put into place;
- ❖ Any details of support following the incident.

10 Conclusion

As our Mission Statement makes clear, upon entering our academy children are welcomed into a loving, caring, safe, and nurturing environment, immersed in the warmth and beauty of a Catholic ethos centred on Jesus Christ in which every child is seen as unique and special, and is cherished and loved following the example of Jesus to His disciples:

Let the children come to Me, do not hinder them; for to such belongs the kingdom of God. Truly, I say to you, whoever does not receive the kingdom of God like a child, shall not enter it. And so He embraced them, laid His hands upon them, and blessed them.

The Holy Gospel of Jesus Christ according to Saint Mark, Chapter 10, Verses 14–16

Our Catholic ethos promotes an atmosphere of Christian love and fellowship in which our high expectations for good behaviour are not only made possible, but are actively encouraged, rewarded, and celebrated, enabling each child to begin a journey with us in which they will grow and mature, blossom and flourish.

We make children aware of their responsibility to themselves, to others, and to the academy, encouraging each child to appreciate that it is no small thing, rather it is truly heroic and noble to be well-behaved, well-mannered, courteous, polite, considerate, helpful, kind and forgiving, so where good behaviour occurs it is acknowledged, praised, and rewarded.

Where poor behaviour does occur we help children to acknowledge their failing and to understand the poor choice they made in behaving this way. In a spirit of justice and fairness we encourage children to be contrite and to say 'sorry', and then in a spirit of Christian mercy and compassion we strive to encourage reconciliation and renewal through the offering and receiving of forgiveness.

In all our endeavours to make St. Bernadette's a place where high standards of behaviour are preserved, we are grateful for the generous help and cooperation of our families, our wonderful pupils, and the dedicated work of every member of staff in enabling our academy to foster a loving, family spirit. Our Catholic ethos permeates all aspects of academy life, and inspires us to strive for the highest standards of good behaviour and the sure and lasting benefits this brings to all in our academy, as we strive to reflect The Light of Christ to the world through our good actions after the manner of the prayer (on the following page) by Saint Teresa of Ávila.

Supporting documents

The following school documents should be consulted to support the Behaviour policy:

- ❖ RE Policy;
- ❖ Collective Worship;
- ❖ Marking and Feedback Policy;
- ❖ Assessment, Recording and Reporting Policy;
- ❖ RSE Policy;
- ❖ SEND Policy;
- ❖ Equal Opportunities Policy;
- ❖ Safeguarding Policy.

A Prayer by Saint Teresa of Ávila

Prayer is a raising of the heart and mind to God, and it was through prayer that Saint Teresa encouraged her sisters to offer their lives in service of God. Following their example we seek to encourage good behaviour among all our pupils by helping children see that this is one of the beautiful ways in which they can reflect the Light of Christ to others, as related in this prayer.

Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which He looks compassion on this world,
Yours are the feet with which He walks to do good,
Yours are the hands, with which He blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are His body.
Christ has no body now but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which He looks compassion on this world.
Christ has no body now on earth but yours.
Amen.



At that time Jesus answered and said:
"Come to Me, all you that labour, and are burdened,
and I will refresh you. Take up my yoke upon you,
and learn of Me, because I am meek, and humble of heart:
and you shall find rest to your souls.
For My yoke is sweet and My burden light."

The Holy Gospel of Jesus Christ according to Saint Matthew, Chapter 11, Verses 28-30

Striving for excellence in all that we do, reflecting the Light of Christ to the world

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