



St. Teresa's Catholic Primary School Policy Document - Behaviour

Reviewed 2015

INTRODUCTION

Every organisation depends on people behaving in certain ways to achieve its purposes. A school's central purpose is that children should learn.

Good behaviour makes effective teaching and learning possible.

Bad behaviour disrupts these processes by distracting teachers from the task of teaching and interfering with the learning of other pupils.

1.00 AIMS

This policy has been developed with the following aims:

1.1 To ensure that all activities undertaken by children at St. Teresa's are carried out in a calm, controlled and safe environment.

1.2 To ensure that children learn the importance of good behaviour, respect for others and property.

1.3 To ensure that the school develops an active partnership with parents to promote good behaviour.

1.4 To ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a satisfactory outcome.

2.00 BACKGROUND

2.1 St. Teresa's has a tradition of good behaviour as identified by OFSTED and R.E. inspectors.

2.2 To maintain this level, coupled with the higher profile now being given to ways in which schools address the issue of behaviour, this Behaviour Policy was developed by teaching staff and agreed by the Governors in the Autumn of 1995 and has been reviewed regularly since.

2.3 Children at St. Teresa's share the common culture of Christianity as characterised by the Catholic faith. This works to strengthen community links, and such links have a positive effect on the children's attitudes to school in general and to St. Teresa's in particular.

2.4 Parents have made a positive choice in sending their children to St. Teresa's, and similarly, the Governors have accepted the children according to the admissions criteria. This element of mutual agreement reinforces the sense of commitment on both sides to promote satisfactory work and behaviour by the children.

The acceptance of Parents to sign an agreement to support the school's decisions underlines the commitment they make to ensuring our policy works.

3.00 EXPECTATIONS

3.1 The school has a clear and explicit Code of Conduct: Be Kind, Be Safe, Be Responsible.

All staff, both teaching and non-teaching, expect the children to be polite, well-behaved, tidily dressed in full school uniform and respectful both of adults and other children.

Children, equally, have a right to expect the same of the adults who work with them. The philosophy of mutual respect and understanding is the key to good behaviour at the School.

3.2 Staff share a responsibility for ensuring good behaviour among the children at all times and recognise that this responsibility extends outside the boundaries of classrooms, and in some cases outside the School itself.

3.3 Children expect and know that if their behaviour moves beyond accepted limits they will be corrected or reprimanded, and that there are high expectations placed upon them as members of the School community to behave in an acceptable way both inside and outside the School.

A consistent and exacting response by all staff is paramount in reinforcing these expectations. Staff are expected to use the language associated with our Code of Conduct when dealing with issues relating to behaviour management.

4.00 PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

4.1 The Class teacher has principal pastoral responsibility and therefore is the most important person when dealing with behavioural problems. Issues which arise in the course of class activities should be dealt with by that teacher, and it may be that most can be resolved by verbal comment or reprimand at the time. Reference should be made to the school's Code of Conduct in order to reinforce for the child how his/ her behaviour has deviated from this. Support between colleagues is invaluable.

5.00 MORE SERIOUS ISSUES

5.1 When incidents of bad behaviour occur which are judged by the class teacher to be too serious to be dealt with summarily, other approaches will be required, and will necessarily be linear.

Matters can be referred to senior staff, Head or Deputy for them to decide on an appropriate response. It is important that the child receives a fair hearing, and for this reason the Deputy, Head or Senior staff member will normally refer back to the teacher for an account of the facts.

5.2 If one child makes an allegation against another, the accused child should hear what is being said against them and have a chance to answer.

5.3 Where incidents of more serious misbehaviour are occurring regularly, the teacher dealing with the matter should make early contact with a parent. Clearly, when parents are informed they can often assist with a problem.

5.4 Co-operation between home and school in these issues is invaluable and following involvement of parents, regular review is advisable to ensure that both sides continue to monitor the situation. If parents refuse to accept that bad behaviour has occurred, or where co-operation is not forthcoming, the School still has to deal with the problem and to take responsibility.

5.5 Parents will be reminded at least annually, through meetings with teachers, of the commitments made within the Partnership Agreement document especially with regard to the Code of Conduct and uniform.

6.00 SANCTIONS FOR BEHAVIOURAL ISSUES

6.1 Sanctions can be both positive and negative. Praise, support and commendations are important tools in ensuring a satisfactory standard of behaviour and a successful, happy working environment.

6.2 All children have the opportunity to win merit certificates which are presented at School Assemblies, for good work, good behaviour, effort or helpfulness. Merit points can be awarded by teachers and support staff. The attainment of these certificates should not be too difficult, or too easy, and staff should be mindful of the principles of equal opportunities when awarding points.

Where the teacher deems it appropriate, children receive immediate rewards e.g. stickers.

6.3 Available punishments take a number of forms and may be verbal, may involve the withdrawal of privileges, imposition of additional duties, detention during the course of the school day and ultimately, exclusion from school for part or all of the school day on a temporary or permanent basis. This latter sanction may only be exercised by the Headteacher, or Deputy in her absence, and would be used in extreme cases or as a last resort.

6.4 The severity of the punishment will reflect the transgression and the age of the pupil concerned, and teachers should take into account mitigating or aggravating factors.

Factors such as a racial element, bullying, wide age gap between the children involved, would tend to make a matter more serious. The degree of understanding of right and wrong and the level of genuine remorse are also important. Staff are aware that issues involving a discriminatory element must be shared with the Headteacher in order to ensure issues are reported to the Local Authority in line with regulations.

6.5 Punishments should never be physical or humiliating, and groups of children should not be punished collectively for the actions of the individual or minority.

6.6 Many punishments can be positive in that they involve a notion of service to the community or incorporate making amends for what has been done wrong. In many cases this approach is the most appropriate.

7.00 BREAK AND LUNCHTIME SUPERVISION

7.1 In general, behavioural issues arising at lunchtime will be dealt with in the same linear way as incidents in classrooms. The Midday Assistant in the first place will refer an incident to the Senior Midday Assistant. Urgent matters will be dealt with by the senior staff on the premises at the time.

Regular meetings are held between the senior staff and the M.D.A.'s to monitor and evaluate procedures and to deal with organisational problems.

Staff may decide to withdraw a child from lunch-time, break-time and will make appropriate arrangements for supervision.

Children who persist in bad or irresponsible behaviour at lunchtimes will be excluded from the premises for the duration of the lunch break.

7.2 Children should be expected to behave in the same way towards all the adults they deal with. High expectations will produce an improved response.

7.3 At break times the teachers on duty assume the responsibility for behavioural matters and will exercise professional discretion in their approach.

8.00 BULLYING

8.1 We consider bullying to mean the regular or persistent persecution or abuse of one child by one or more others, or the regular abuse of others by one child.

8.2 Allegations or suspicions of bullying will always be treated seriously and will never be dismissed without investigation. Everyone in the school needs to feel secure enough to report incidences of bullying and to know that they will be taken seriously.

8.3 Any report of bullying should be brought to the attention of staff so that they can give special care to supervision.

8.4 Any child involved in a substantiated case of bullying should be referred to the Head or Deputy and parents informed.

8.5 The ethos of the school is centred on a caring and sharing attitude towards each other and a sense of responsibility for themselves and others.

9.00 RECORDING

9.1 Records of serious misdemeanours will be kept by:

- Class Teachers
- Deputy Head
- Headteacher

10.00 DRESS AND UNIFORM

10.1 In accepting a place at St. Teresa's School, parents accept, on behalf of their children, a requirement to comply with the uniform and dress code as detailed in the School Information Booklet. Children who do not comply will be warned and parents' co-operation sought.

10.2 The wearing of jewellery is restricted to a wrist watch and stud earrings, which must be removed for PE activities.

11.00 CONCLUSION

11.1 The foregoing is intended to underpin good practice which is commonplace in our school. Children know that good behaviour and good manners are universally expected of them, and that anything less will meet with disapproval. The result will be widespread good behaviour and good manners.