

St Margaret Ward RC Primary School

Behaviour Policy

Approved June 2013
Review June 2016

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Behaviour Policy

Rationale

At St Margaret Ward we believe that every child should be valued and seen to be created in the image and likeness of God. All disciplinary action should be designed to correct, rather than merely punish. Our aim is to provide moral guidance as a means of integrating the individual into the society of our school and the wider community.

We accept the principle that good behaviour is a necessary condition for effective teaching to take place and therefore seek to create an environment which encourages and reinforces good behaviour.

At St Margaret Ward, in seeking to define standards of behaviour, we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. We measure academic achievement in terms of progress and development over time and likewise, we therefore also measure standards of behaviour in terms of the child's developing ability to conform to our behavioural goals. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. "In loco parentis", we are good parents who strive to bring up their children in a caring, loving and disciplined manner.

Aims

At St Margaret Ward we aim

- to promote self-esteem, self-discipline and positive relationships
- to define and promote acceptable standards of behaviour
- to create an environment which encourages and reinforces good behaviour
- to ensure that the school's expectations and strategies are widely known and understood
- to encourage consistency of response to both positive and negative behaviour
- to encourage the involvement of parents in the implementation of this policy
- to determine what sanctions will be applied when rules are transgressed and to make these sanctions known to pupils and parents

- to give incentives to pupils who behave honestly, respectfully, considerately and responsibly.

Desired standards of behaviour

We have a set of rules to which every child is expected to aspire. These are designed to ensure that a safe and harmonious atmosphere prevails and to provide clear guidelines on what is acceptable in terms of behaviour, standards of work and dress.

Before school starts

- Children are expected to be in the playground before 08.55 but not before 08.45
- They must not leave the playground once they have arrived there
- They should remain in the playground until the bell goes unless it is raining or they need to go to the toilet
- They should walk quietly to their lines when the bell rings and whistle is blown
- They should walk quietly into school
- They should hang their coats up carefully
- They should respect other people's clothing and belongings
- They should behave sensibly in the cloakroom

In the classroom

- Children are expected to listen carefully to the teacher's instructions
- They should always do their best work
- They should put up their hands if they wish to speak
- They should not interrupt when another person is speaking
- They should keep their books, trays and desks neat and tidy
- They must not prevent another person from doing his / her work
- They should treat all equipment with care
- They should respect other people's property

Around the School

- Children must walk whenever they are moving around school.
- They should hold doors open for others
- They should stand back to allow others pass them.

During Assembly

- Children should enter the hall in silence
- They should sit in silence whilst waiting for the assembly to begin
- They should listen carefully to the teacher who is giving the assembly
- They should participate fully by giving answers when they know them and by joining in prayers and hymns
- They should leave the hall quietly

At playtimes

- Children are expected to play sensibly without causing risk to other people, their belongings or to school property
- They should remain outside the building unless given permission to re-enter
- They should play games in accordance with agreed rules
- They should be ready to let others share in their games and should be prepared to share the play area with others
- They should only play with approved equipment and toys

In the toilet areas

- Children should use the toilets for their intended purpose and not as a play or chat area
- They should respect the privacy of others when using the toilets
- They should keep them tidy
- They should flush the toilet after use
- They should wash their hands after using the toilet and put paper towels in the waste bin
- They should report any incident or misuse of the toilet to the teacher or to the midday staff

During lunch time

- Children should enter the hall quietly
- They should form an orderly queue at the lunch trolley
- They should say "please" and "thank you" as they place/ receive their order
- They should eat quietly paying attention to good manners and to polite eating habits
- They should make an effort to eat all their food
- They should comply when given instructions from midday staff and kitchen staff

- Children who eat packed lunches should leave the table tidy and take wrappings and any uneaten food home so that parents will know what their child has actually eaten.

Dress code

- Children should wear school uniform
- They should try to be tidy at all times
- They should have all their clothes labelled with their names
- They should look after their clothes
- They should respect other people's clothes and property
- They should not wear jewellery, but may wear a watch and small studs where ears have been pierced
- They should have traditional hair cuts avoiding "steps" or dyed hair

At home time

- Children should wait for their parent (or child minder) if they are being collected
- They should remain in school if the parent or minder has not arrived and should inform a teacher
- They should go straight home if they are given permission to go home alone

At home

- Children should complete any homework set by the teacher

Out of school

- Children should attend infrequent out-of-school celebrations in Church, and sporting and musical activities, when they are requested to do so
- Children should behave well during the above activities and be a good representative of our school

Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour is valued

Rewards available

- Praise for good behaviour in front of class or group.
- A note sent to another teacher with the child for further praise.
- Good behaviour stickers or stars.
- House points
- Head Teacher's Award, given during Thursday's assembly.
- Pride Award
- Hearts of Gold

Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect in terms of disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear to the child why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided unless the teacher is certain that all the group is involved, as this often causes resentment
- There should be a clear distinction between those sanctions applied for minor and major offences
- It should be the behaviour that is being punished rather than the person
- Punishments must not be humiliating nor physical
- It is not acceptable to deprive someone of a National Curriculum subject as a form of punishment

Stages of sanctions

- expression of disapproval
- minor penalty e.g. restitution, cleaning up, apology to victim
- loss of house points
- loss of privileges e.g. monitor role (for fixed period)
- loss of free time e.g. playtime (requires teacher to supervise child)
- referral to another class teacher for "time-out" period

- referral to Deputy Head
- referral to Head Teacher
- teacher requests a meeting with the parents
- parental consultation - meeting with Head Teacher and use of home/school contract
- book to be completed daily by parent and class teacher
- informal monitoring of behaviour and target setting.
- exclusion at lunch time if absolutely necessary to ensure the safety of children and staff

In some cases "progress" through the listed sanctions will be progressive, but a child could be suspended e.g. for inflicting bodily harm on another, without the necessity of previous sanctions having been applied. Most instances of poor behaviour are relatively minor and can be dealt with adequately through minor sanctions. Whereas it is true to say that each incident will be judged by its own merits, generally speaking parents will be contacted before major sanctions are applied. In the list above, once the parent has met the Head Teacher he/she would be informed fully before further sanctions are applied. Also, whenever behaviour is seen to be deteriorating parents will be informed and information sought.

Examples of serious incidents which may merit major sanctions immediately are:

- Wilfully inflicting serious bodily harm on another person by scratching, biting, hair- pulling, thumping, throttling, butting or kicking.
- Wilfully damaging another's property beyond repair
- Stealing valuable items
- Refusing to obey a justified command of a member of staff
- Serious out-of-school misdemeanours which bring the school into disrepute
- Serious disruption of lessons
- Using vulgar or profane language

Classroom management

Classroom management and teaching methods have an influence on children's behaviour. The classroom environment gives clear messages about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays can all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an atmosphere conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help to develop self-esteem by demonstrating the value of the work of the individual. Teaching methods should encourage enthusiasm and the active participation of all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. As far as possible, criticism should be a private matter between teacher and child to avoid resentment.

The role of Staff

For Staff to maintain and support agreed standards we need to:

- be professional in our approach in terms of commitment, appearance, manner, style and in the promotion of good relationships
- be sensitive to the needs of children
- inform the Head Teacher or Deputy when difficulties cannot be resolved
- insist on high standards at all times
- be clear and fair
- be consistent
- praise good work and behaviour
- show appropriate disapproval for poor work and behaviour and take appropriate follow up action
- carry out supervision duties diligently
- arrive promptly in the playground to collect the children
- supervise exit/entry into the building
- have a class agreement on what is acceptable in terms of behaviour and standards of work
- take pride in classrooms
- take pride in the children
- never leave children unattended unless absolutely necessary
- have the necessary materials and equipment ready before lessons begin
- note latecomers and inform the Head Teacher if this happens regularly i.e. more than once per week over a two week period
- check nonconformity to uniform and /or PE equipment and send a note to the parent if this is a regular occurrence
- check that the classroom, children's trays, cloakrooms are kept neat and tidy

The role of the Head Teacher

The Head Teacher is responsible for determining measures to be taken with a view to promoting self-discipline and proper regard for authority among pupils and to ensure that agreed policies are implemented.

The role of the Governing Body

The Governing Body plays a key role in influencing the ethos of the school. It has a responsibility to support the Head Teacher and Staff in maintaining high standards of discipline. The Governors should agree a written statement of the general principles of the school's Behaviour Policy and in so doing should take the professional advice of the Head Teacher as well as consulting others as they see fit.

A Emerton
Deputy Headteacher

A Ratchford
Headteacher

Attached:
Appendix 1 - Use of Reasonable Force