

St Godric's Catholic Primary School

Behaviour Management Policy



We love, value and respect each other.

'The best interests of the child must be a top priority in all things that affect them'.

Article 3 of the United Nations Convention on the Rights of the Child.

'Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.'

Article 28 of the United Nations Convention on the Rights of the Child.

Introduction

At St. Godric's, our mission is to help all children to reach their full potential in a caring, co-operative atmosphere, guided by Gospel values. We want each child to feel they are 'special' and aim to provide for their diverse needs, to help them grow into responsible, caring people.

Rationale

Within St Godric's Catholic Primary School, discipline is recognised as a system for good behaviour, and an ethos which aims to cultivate in our pupils an acceptance of responsibility for their actions and the consequences of their actions. Good behaviour is conduct which assists our school to fulfil its functions, namely the development of the potential of all of our children. Bad behaviour is conduct which inhibits this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the activities of other members of the school community.

Aims

- to develop in our pupils a sense of responsibility for their actions;
- to create conditions for an orderly community in which effective learning can take place;
- to develop good relationships with mutual respect between all members of our school community;
- to maintain a situation where the care of our pupils is characterised by kindness, respect and understanding of their needs.

Objectives

- creating a positive, encouraging community atmosphere;
- providing a curriculum which is both relevant and appropriate to the needs of the children;
- having a clear code of conduct pertaining to all areas of school life;
- ensuring all school rules are agreed by staff. The rules and reasons for them should also be understood by parents, children and supervisory staff;

- ensuring that rules are backed up by a system of rewards and sanctions applied consistently and fairly;
- allowing regular time for staff discussions about discipline problems and successes;
- involving parents, informing them about our policies and strategies for dealing with difficulties.

Leadership

The successful implementations of this policy will require that the Headteacher fosters a commitment to St Godric's Catholic Primary School by staff, pupils and parents. The following guidelines are designed to promote effective leadership.

The Headteacher should:

- take the lead in defining the aims of the school in relation to standards of behaviour;
- create conditions for establishing the widest possible agreement on these standards and how they will be achieved;
- ensure that these standards are consistently applied throughout the school;
- ensure that parents receive positive and constructive comments on their children's work and behaviour as a matter of course;
- involve parents at an early stage when discipline problems arise;
- develop an active partnership with parents as an aid to promoting good behaviour;
- ensure that St Godric's has effective induction arrangements for the parents of new pupils.

Organisation and Curriculum

The organisation of a school and its grouping of pupils can have significant effects on the quality of behaviour.

A broad curriculum with suitable diversity of activities, matched to the needs of all pupils can be made to provide genuine challenge and excitement, requiring sustained application on the part of the pupils, leaving little time for, or interest in misbehaviour.

A well organised and effective classroom will encourage independent learning and discourage low-level disruption enhancing the educational opportunities for all children.

Teaching and Learning

The quality of the teaching and learning in each lesson and in each classroom has direct effect upon behaviour. Lively and stimulating teaching is always associated with good behaviour. When the teaching environment arouses curiosity and interest, when the work is well matched to pupils' abilities, and when pupils are involved in worthwhile activities and encouraged to take some responsibility for their own learning, pupils will respond positively.

More subtly, certain other factors appear to be prevalent where good behaviour is well established:

- the nurturing of genuine involvement based upon an understanding of the concepts which underlie those tasks particular to a given lesson;
- materials and preparation to ensure differentiation within tasks for pupils of different abilities;
- sustained hard work on the part of the pupils as well as the teachers;
- specific help for pupils without losing sight of the reaction of the whole group;
- the encouragement of pupils to contribute ideas;
- careful attention to the contribution of pupils, with encouragement to refine their ideas in discussion;
- flexibility in adapting lessons to take account of pupils' contributions;
- variation of the pace of a lesson to keep interest and momentum;
- wit and humour which helps pupils to enjoy lessons and can defuse potential problems, without resorting to sarcasm;
- infectious enthusiasm for the subject, and for the pupils.

Environment and Resources

The physical environment provided by the school has a considerable effect upon the pupils' behaviour. It is important that we recognise the importance of displaying pupils' work in creating an attractive environment, increasing pupils' self esteem and fostering a sense of ownership of the environment.

We should make full use of off-site learning as a means of motivating pupils. School field trips will provide off-site learning experiences.

Bullying

See the Anti-Bullying Policy

Rewards

- School Merit Mark System: Ten merit marks in Key Stage 1 and twenty merit marks in Key Stage 2 gains a 'dip in the tin';
- School merit marks should be awarded for exemplary behaviour, improved work habits etc;
- Recognitions can be given in assembly to success of different kinds;
- Pupils' work should be displayed as much as possible;
- Praise and encouragements should be used in lessons as much as possible;
- Praise can be delivered in formal and informal ways, in public and in private, it can be awarded to groups or individuals. It can be earned for the steady maintenance of high standards as well as for particular achievements;
- Communications with parents.

Sanctions

Sanctions are required to register disapproval of unacceptable behaviour and as a last resort to protect the authority of teachers and the stability and security of the school community.

- Reprimand;
- Change of seat;
- Repeat of unsatisfactory work;
- Withdrawal of privilege;
- Loss of lunch/break-time;
- Referrals to senior staff to be dealt with appropriately;
- Referrals to Headteacher. Account of incident to be recorded by pupil or scribed for further discussion with pupil;
- Behaviour Tracking Sheets used to record times and dates of inappropriate behaviour which is seen by staff as becoming habitual;
- Contact with parents;
- Exclusion from the classroom;
- Suspension, leading to expulsion;
- To protect the safety of a pupil or pupils then where necessary the 'Team Teach' approach will be used by trained members of staff. These are Mrs Craig, Mrs Melia and Mrs Crackett.

Code of Conduct

Each of us is expected to behave in a responsible manner, both to ourselves and to others, showing consideration, courtesy and respect for other people at all times. This means that:

- you always try to understand other people's points of view;
- in class you make it as easy as possible for everyone to learn and for the teachers to teach;
- you move gently and quietly around school;
- you always speak politely to everyone;
- you are quiet, whenever you are required to be;
- you keep the school clean and tidy;
- out of school, you remember that the school's reputation depends on the way you behave.

One Rule May Suffice

Everyone is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.

About the School

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- start the dialogue;
- greet pupils;

- deal with misbehaviour, to ignore it is to condone it;
- set high standards of speech, manner and dress;
- enjoy relating to pupils;
- refer transgressors to Headteacher or senior staff.

Problems need solving, not complicating. Seek help if you need it and do all you can to:

- use humour - it builds bridges;
- keep calm - it reduces tension;
- listen - it earns respect;
- be positive and build relationships;
- know pupils as individuals;
- be consistent.

Always Apply Rules Positively

In very rare cases it may be necessary to suspend a pupil, for example if there has been a malicious physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

For pupils who have been excluded on more than two occasions within a term the Governing Body may decide to offer the parent a contract, that will be signed by all parties, to provide support to both the parent and the pupil to improve the pupil's behaviour.

Procedures following a permanent exclusion

It is the responsibility of the school during the first 5 days of permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

Procedures following a Fixed Term Exclusion

- (i) For exclusions up to 5 consecutive days, work will be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- (ii) For exclusions for 6 consecutive days or longer the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

Behaviour Outside of School

The Governors reserve the right to regulate pupils' behaviour where the pupils are neither on school premises nor in the charge of school staff, where it is reasonable to do so.

Power to search pupils for weapons

The Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

A Head Teacher can conduct a "without consent search" with another member of staff present, and can authorise (though not required) other staff members, except security staff, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil.