

BEHAVIOUR POLICY.

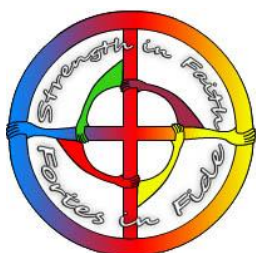
Rationale.

The children of St. Teresa's School are encouraged to live and work as a Christian community in accordance with the Mission Statement and aims of the school. It is a primary aim of the school that every member of the school community feels valued and respected; that each person is treated fairly and well, with courtesy and respect. The school expects every member of the school community to behave in a considerate way towards others. The school has a number of rules [see Behaviour Plan] but the primary aim of the behaviour policy is not a system to enforce rules. The school behaviour policy aims to promote an environment where everyone feels happy, safe and secure; where everybody can live and work together in a supportive way. It aims to help all children become positive, responsible and increasingly independent members of the school community.

Aims of the Behaviour and Discipline Policy.

- To build a community where all feel valued, safe and secure.
- To create an orderly, fair, purposeful and safe environment which encourages and reinforces good behaviour.
- To provide an environment where effective teaching and learning can take place.
- To develop a whole school approach to behaviour so that there is consistency of response to both positive and negative behaviour.
- To have a consistent approach to behaviour with parental cooperation and involvement.
- To encourage self discipline in all pupils, helping them to make positive choices and to recognise consequences. We aim to encourage increasing self discipline so that each child learns to accept responsibility for their own behaviour.
- To fulfil all legal requirements.

This policy is designed to promote good behaviour rather than merely deter anti – social behaviour. Our emphasis is on rewards to reinforce good behaviour rather



than on failures. The school rewards good behaviour as we believe this has a motivational role, helping children to see that good behaviour is valued and that it helps develop an ethos of kindness and co-operation.

REWARDS.

We praise and reward children for good behaviour in a variety of ways. (see Behaviour Plan] The commonest reward is praise, informal and formal, public and private. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. In addition to this, the children may receive:

- Stamps and stickers
- Merit points
- Certificates – bronze, silver, gold, platinum and Governors'
- Pens and pencils
- Positive notes home
- A weekly Teacher award per class, presented at our celebration assembly
- Good lunchtime behaviour awards and prizes
- Opportunities to attend after school activities and to represent the school.

Although rewards are important to the encouragement of good behaviour, realistically there is a need for consequences and sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community.

CONSEQUENCES

- Playtime or lunchtime detention – this may include completing extra work, repeating unsatisfactory work or the setting of tasks.
- Being removed from the group or pair in which they are working and asked to work alone

Repeated unacceptable behaviour or serious misbehaviour such as fighting will result in:

- The pupil not being allowed to participate in after school activities or to represent the school.

- The loss of privileges, for example, the loss of a responsibility or not being allowed to participate in a non-uniform day

Parents being contacted and asked to come into school to speak to the teacher or Head Teacher.

The involvement of the Behaviour Support Service.

In a case of extreme misbehaviour or where behaviour shows no improvement, final steps, as listed below, may be taken in accordance with the relevant statutory provision.

- Fixed term exclusion
- Permanent exclusion.

It is for the Head Teacher to decide whether to exclude a pupil, for a fixed term, or permanently. This will always be done in line with the legal requirements on the use of exclusion and having regard to statutory guidance. [The statutory guidance and regulations applying to exclusion are available on the Department for Education's website.]

THE ROLE OF THE CLASS TEACHER / SUPPORT STAFF

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This power also applies to teaching assistants and all paid staff. Staff can discipline pupils for unacceptable behaviour at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

All staff in our school have high expectations in terms of behaviour and they all strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner. Class teachers and support staff treat each child fairly and enforce the school rules and behaviour plan consistently.

Each class teacher discusses and reinforces the school rules with their class. In addition to the school rules, each class also may also have its own classroom rules/code which is agreed by the children and displayed in the classroom. In this way, every child in the school knows the standard of behaviour we expect in our school. If there are incidents of anti – social behaviour the class teacher discusses these with the whole class.

If a child threatens, hurts or bullies another pupil, or repeatedly acts in a way that disrupts the learning or upsets others, the class teacher will record the incident in the behaviour incident book and deal with the matter accordingly. The teacher will contact the child's parents in order to discuss the situation, with a view to improving the behaviour of the child. However, if the misbehaviour continues, the class teacher will seek advice from the DHT/ HT.

USE OF FORCE TO RESTRAIN PUPILS

All school staff have the power to use reasonable force and restraint. School recognises that there may be a need to use physical intervention when there is an obvious risk of safety to pupils, staff or property. Physical intervention is an act of care and control, not punishment, staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and other pupils best interest for staff to intervene physically. If possible staff will take steps in advance to avoid the need for physical intervention through dialogue and diversion. Schools owe a duty of care to their pupils, that duty of care requires that reasonable measures, including the use of physical intervention, may be taken to prevent harm.

The law allows members of staff to use physical intervention

- To prevent a child from injuring self or others
- To prevent serious damage to property
- When a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in the classroom or school
- When a pupil attacks another pupil or member of staff
- When action is necessary in self defence
- When a pupil is engaging in behaviour which is prejudicial to the maintenance of good order and discipline in school
- To prevent a pupil from committing a criminal offence – this applies even if the child is below the age of criminal responsibility.

The following physical intervention/ restraint approaches are regarded as reasonable in the appropriate circumstances

- Physically interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm

- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances, using appropriate restrictive holds which require specific expertise and training. A number of staff are trained in Team Teach, a recognised positive handling intervention. It is these trained members of staff who would use the appropriate restrictive holds if necessary. If restrictive holds have been applied to a child, a record will be kept and parents/ carers informed.

Staff will use the minimum physical intervention/ force needed to restore safety and appropriate behaviour.

For pupils assessed at being at greatest risk of needing physical intervention Positive Handling Plans will be drawn up in consultation with parents, pupils and any appropriate external agencies.

Corporal punishment is illegal in all circumstances.

SCREENING AND SEARCHING PUPILS

The Head Teacher, Deputy Head Teacher or any member of staff authorised by them, can search pupils or their possessions without consent where there are reasonable grounds for suspecting a pupil may have a prohibited item such as

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco/ cigarettes
- Fireworks
- Pornographic images
- Any item that has been, or could be used to commit an offence or cause personal injury to, or damage to the property of any person, including the pupils.

Teaching staff can search a pupil or their property for any item if the pupil agrees. School will always attempt to contact parents prior to searching a pupil.

INCIDENTS OFF – SITE

- Under the Education and Inspections Act, [2006] the school has the right to exercise discipline beyond the school gate. Subject to the school's

behaviour policy, the school may discipline a pupil for any misbehaviour when the child is:

- on activities arranged by the school such as educational and sporting events;
- behaviour on the way to and from school
- when wearing the school uniform in a public place.

THE ROLE OF PARENTS.

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset or hurt by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways.

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the Behaviour Policy and Behaviour Plan and respecting the disciplinary authority of staff.
- By ensuring school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

Parents can expect their child to be safe, secure and respected in school and to have concerns about their child's behaviour addressed in privacy. They can expect to have complaints made about their child being bullied to be taken seriously and investigated.

ALLEGATIONS OF ABUSE AGAINST STAFF

Any allegations of abuse will be taken seriously. School will ensure they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used by an automatic response when an allegation has been reported.

If the allegation against a member of staff is discovered to be unfounded and malicious school will treat this as a serious misdemeanour. Consequences may include parent interviews, referral to other agencies, internal suspension (i.e. being excluded from class) or fixed or permanent exclusion

THE ROLE OF THE HEAD TEACHER

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher ensures that records are kept of serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti – social behaviour, the Head Teacher may permanently exclude a child. These actions are only taken after the school governors have been notified and in line with legal requirements and guidance.

This Behaviour Policy operates in conjunction with:

- *The Behaviour Plan*
- *Anti – Bullying policy*
- *The SEN policy.*

This policy will be monitored, evaluated and reviewed by the Head Teacher, staff and governors and updated annually.