

ST TERESA'S RC PRIMARY SCHOOL
www.st-teresas.merton.sch.uk

Behaviour Policy



St Teresa's RC Primary School
Montacute Road
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For enquiries please contact:

Mr Justin Dachtler
Headteacher

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ST. TERESA'S CATHOLIC PRIMARY SCHOOL
BEHAVIOUR POLICY

There is an expectation that behaviour is linked directly to our core values; Love, Trust, Ambition and Teamwork. There are regular assemblies where we gather to celebrate achievements, and to praise effort both in work and behaviour. There is a mantra that is threaded through the school and is reflected in our weekly achievement assembly. NED – **N**ever give up, **E**ncourage others, **D**o your best. Despite such a positive atmosphere, there are still times when children do not make the right choices. All adults within the school strive to ensure that children reflect on their actions and that they are shown how to make good choices.

Aims:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children's Responsibilities are:

- To work to the best of their abilities (following NED behaviours) and allow others to do the same.
- To treat others with respect.

📺 To follow the instructions of the school staff.

📺 To take care of property and the environment in and out of school.

📺 To co-operate with other children and adults.

Staff Responsibilities are:

📺 To treat all children fairly and with respect.

📺 To raise children's self-esteem and develop their full potential.

📺 To provide a challenging and interesting and relevant curriculum.

📺 To create a safe and pleasant environment, physically and emotionally.

📺 To use rules, rewards and sanctions clearly and consistently.

📺 To be a good role model.

📺 To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

📺 To recognise that each person is an individual and to be aware of their needs.

Parents' Responsibilities are:

📺 To make children aware of appropriate behaviour in all situations.

📺 To ensure their child comes to school regularly, on time with the correct equipment and uniform.

📺 To encourage independence and self-discipline.

📺 To show an interest in all that their child does in school.

📺 To foster good relationships with the school.

📺 To support the school in the implementation of this policy.

📺 To be aware of the school rules and expectations.

REWARDS

Children at St. Teresa's are rewarded for their efforts in behaviour and work. This is a vital part of our Behaviour Policy as it reinforces the 'choices' we aim to promote and develop. We reward in many ways, including:

- Verbal praise
- Phone calls home
- Written comments
- Post cards
- Stickers
- Certificates
- The collecting of marbles/coins in jars
- NED champion
- Use of behaviour charts

SANCTIONS

When children make inappropriate choices, we aim to allow them time to reflect on their actions and encourage them to think about the choices that they have made. We actively seek to encourage children to take responsibility for their own actions and choices.

A flowchart is displayed in all classrooms and key areas of the school. All pupils will sign the back of the flowchart to demonstrate their understanding of the behaviour expectations. The flowchart refers to positive behaviour outcomes and consequences of repeated poor behaviour choices. The signed flowchart is used as a reference point in order for children to have a very clear understanding that there are rewards for good behaviour choices and consequences for any inappropriate choices that they make. **(See Appendix 1).**

Repeated poor behaviour choices are discussed and recorded during weekly phase meetings. Phase leaders will alert Mr Dachtler, Mrs Druce and/or Mrs Aransiola and a decision will be made in regards to next steps - see appendix 1. If a target card is issued, this will be reviewed daily by the phase leader and at the end of the two-week period, it will be reviewed with the child's parents and Mr Dachtler, Mrs Druce and/or Mrs Aransiola. **(See Appendix 2).**

Parents and Teachers have a responsibility to work together to ensure that children fully understand the behaviour that is expected of them.

At St. Teresa's RC primary school, children are prohibited to bring certain items to school and there are clear sanctions outlined in **Appendix 3.**

Inclusion

At St. Teresa's RC primary school, we ensure all children are treated fairly regardless of their needs. Individual children may have an Individual Behaviour Plan (IBP) where their needs are specified. In these cases, rewards and sanctions may look slightly different. All staff in school will know of these children and their IBP will be shared on induction. This will ensure there is a consistent approach that is supportive and will make sure challenging behaviour does not escalate.

BULLYING

Bullying is never tolerated at St. Teresa's RC primary school and children are encouraged to tell an adult as soon as any incident takes place, in order that it may be immediately investigated. Bullying can take a variety of forms; name-calling, physical attacks, interfering with personal property, cyber-attacks etc. When children are concerned by the behaviour of others, they should feel reassured that the adults in school will deal with their worries in a sympathetic and appropriate manner. **(See Appendix 4 Antbullying Policy)**

LUNCHTIMES and PLAYTIMES

Children are expected to behave well at playtimes and lunchtimes in exactly the same way as do in their learning behaviour in class. All children and adults are expected to be treated with equal respect. Expectations of behaviour will be discussed to remind children how they should be behaving around school. Where a child/ren has not behaved, this is discussed with the child's class teacher and the correct sanction is used

This policy has been compiled in consultation with the teaching staff of St. Teresa's and the full agreement of the Governing body. Its implementation is the responsibility of all adults working within the school in agreement in partnership with parents, carers and governors.

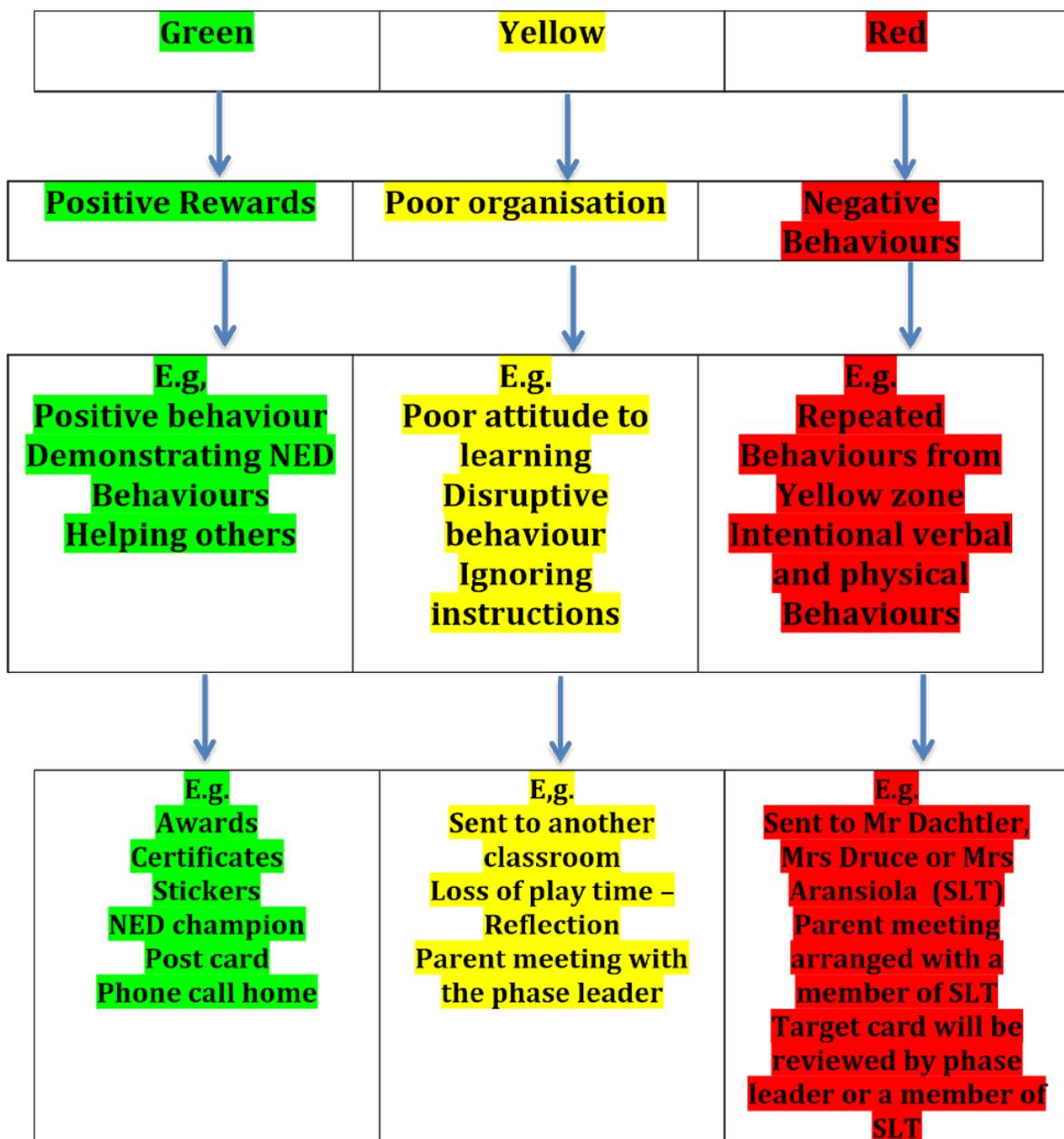
The implementation of the practices and procedures outlined in this policy is the responsibility of the staff, children and school community. This policy is written in accordance with the duties as expressed in the Equality, Safeguarding and SEN policies

This policy will be reviewed in July 2022

Appendix 1

Children's responsibilities are:

- 1) To work to the best of their abilities (following NED behaviours) and allow others to do the same.
- 2) To treat others with respect.
- 3) To follow the instructions of the school staff.
- 4) To take care of property and the environment in and out of school.
- 5) To co-operate with other children and adults.



Date	Comment with scaling (1 = poor, 3 = good, 5 = excellent)



St. Teresa's
R.C. Primary School

Behaviour Target Card

Name:
Class:

Appendix 3 – Sanctions

Other sanctions of poor behaviour choices may include:

- Verbal reprimand
- Sent to another classroom
- Requirement for verbal or written apology Restorative action
- Contact with parents
- Internal exclusion
- Fixed term/temporary/permanent exclusion following LEA guidelines

Prohibited items

Items that are prohibited in school or on school visits are: mobile phones (unless agreed by the Head Teacher and handed in to the class teacher), digital cameras, cigarettes, alcohol, fireworks, illegal drugs, legal highs, knives, weapons, inappropriate magazines, or articles likely to cause offence.

Confiscation

DFE advice is that school staff can confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. It is dependent on the item as to whether this is returned directly to the child, to the child's parents, handed to the police or disposed

of. Low level items causing disruption in class will be returned to the child on a first offence and to parents on further occasions.

Reasonable Force/ Safe Handling – For further information please see the school's Safeguarding policy

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence

- Causing and injury to, or damage to the property of, any person (including the person himself/herself); or

- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child's best interest

- Necessary

- Reasonable and proportionate

- Last resort (where possible)

Non-criminal / inappropriate or bullying behaviour off school premises

If a pupil of the school is observed, by a member of staff, or reported to the school by a member of the public, carrying out non-criminal / inappropriate or bullying behaviour, the school will contact the parent/carers of the pupil to discuss sanctions or actions that will be put in place. Depending on the severity of the behaviour the sanctions laid out in the policy will be carried out.

Appendix 4

Anti-bullying Policy



St Teresa's RC Primary School

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For enquiries please contact :

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Anti-bullying Policy

Introduction

At St Teresa's, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We expect pupils to behave well and make choices in accordance with our core values; Love, Trust, Ambition, Teamwork. Bullying of any kind is unacceptable at our school. If bullying does occur, pupils should be able to 'tell' and know that incidents will be dealt with promptly and efficiently. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

Aims and purpose

Bullying of any kind is unacceptable and will not be tolerated at our school. At St. Teresa's RC primary school the safety, welfare and well being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

[Related policies e.g. Behaviour Policy / Equality Objectives]

1. Definition of bullying

Bullying is hurtful or unkind behaviour that is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.

The nature of bullying can be:

- * Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- * Attacking property – such as damaging, stealing or hiding someone’s possessions
- * Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- * Psychological – such as deliberately excluding or ignoring people
- * Cyber – such as using text, email or social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health condition
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Why it is important to respond to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils, who use bullying as a control mechanism, need to learn different ways of behaving and make different choices.

We have a responsibility to respond promptly and efficiently to issues of bullying.

Procedures

1. Children should report bullying incidents to staff immediately.
2. In cases of continuous, targeted bullying, the incidents will be reported immediately to the Head teacher as outline in the school Behaviour Policy.
3. In such cases, parents should be informed and will be asked to come in to meet with the Head teacher in order to discuss the reported incidents.
4. Bullying behaviour or threats of bullying will be investigated and action will be taken immediately.
5. Support will be given in order to provide strategies to those who have being bullied, in order for them to feel safe and able to be assertive.
6. Racist and Homophobic bullying is reported to the Local Authority

In serious cases, fixed term or permanent exclusion will be considered. If this occurs the school follows LEA guidelines.

Outcomes

The parents of a child who has been proven to have bullied another child/children, will be asked to come in to see the Headteacher, whereby sanctions and support for their child will be discussed and agreed.

The child will be asked to take part in this meeting in order for them to understand that their choices and actions have consequences.

There will be a monitoring period whereby the child will be issued with a Target Report Card. This will be completed at the end of each day by the phase leader and at the end of the two week period, either the Head teacher or one of the Deputy Head teachers.

At the end of this period, parents will be invited in again to meet with the Head teacher, in order to discuss recent behaviour and agree on the next steps.

School initiatives to prevent and tackle bullying

- Assemblies with reference to the core values of the school
- Reflection times, especially in R.E lessons
- NSPCC led workshops
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role plays
- Circle time
- Empowering children to resist bullying
- Providing activities to build self-esteem
- ELSA sessions with the school Learning Mentor

Signs and symptoms of bullying.

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Links to other documents and policies

- Behaviour policy
- Safeguarding policy

- SEN policy
- Equal information and objectives

Review

The Anti-bullying policy forms part of the appendices of the school Behaviour Policy and will be reviewed in July 2022.