



***‘Learning to follow the right path  
through care, love and respect in the  
Light of the Risen Christ’***

# **Behaviour Policy**

**Review September 2019**

## **WHAT IS POSITIVE BEHAVIOUR?**

POSITIVE BEHAVIOUR is a policy we have developed at St. Teilo's Catholic Primary School. We see our school as having a key role in developing the correct attitudes in the longer term. It is our aim that pupils of St. Teilo's will behave well in and out of the classroom.

The policy is based on clear guidelines, rewards and sanctions that everyone in the school knows and understands. We believe in rewarding our pupils for good behaviour. It is our aim that the policy should be effective because pupils, parents and staff know that a pupil is rewarded or punished depending on his or her behavior, attitude and approach to work.

## **PRINCIPLES AND PRACTICES**

At St. Teilo's school we want to ensure that all the children learn effectively. Therefore, we need to have a clear policy on behaviour. Our CODE OF CONDUCT sets out clearly what is expected of our pupils and it is clearly displayed in every classroom.

## **CODE OF CONDUCT**

### **COURTESY**

Behave in a courteous manner at all times

Listen carefully when spoken to

Be aware of the needs of others

### **RESPECT**

Show respect by the way you speak and act towards one another

Show respect for your school, your own and the personal property of others

## **CO-OPERATION**

Work to the best of your ability

Work together in harmony in group situations

Co-operate responsibly with one another

## **ATTITUDE**

Look after one another and seek help when needed

Be punctual at all times

Be neat and tidy in work and appearance

Our Positive Behaviour Policy has three important principles:

1. Agreed rewards and sanctions are applied by everyone.
2. Rewards and sanctions are applied by staff when pupils either comply or fail to comply with conduct/work codes.
3. Codes reflect our school values.

## **POSITIVE BEHAVIOUR PLAN**

### **PURPOSE**

- To encourage a whole school approach to behaviour management.
- To meet pupils' needs through appropriate intervention.

### **OBJECTIVES**

- To raise standards of behaviour.
- To involve pupils, parents and staff in a shared responsibility for good behavioural practice based on partnership and collaboration.

### **MAIN STRATEGIES TO ENSURE GOOD PRACTICE**

#### **EARLY INTERVENTION**

Pupils and parents need to be made aware of the importance of good behaviour and the message needs to be reinforced regularly.

Recognition of good practice will be given through mentions in assembly, awarding certificates, mentions in class and commenting to parents both verbally and, where appropriate, through letters home.

### **WORKING WITH PARENTS**

We see parental influence as critical in shaping pupil attitude. Parents must be made aware of and support the school in any endeavour to encourage good behaviour. Home School Agreements are issued to develop understanding and support.

### **WORKING WITH OTHER AGENCIES**

As a school, it is our aim to work with the Local Authority, Social Services or with the NHS Services to help pupils with behavioural problems. In the case of fostered children; foster parents, staff in Children's Homes and Social Workers will liaise with the school to ensure that specific needs are being met.

### **CLASSROOM BEHAVIOUR MANAGEMENT**

As a staff, we agree that where discipline is good, pupil learning and teaching is more effective. It is important to remember that where classroom management is good, discipline problems are fewer.

### **ACCESSING THE CURRICULUM**

In order to maintain discipline, we will set work that is appropriate to pupils' abilities. Learning issues will be identified and thus efforts will be made to offset difficulties which might encourage poor behaviour. Referral to our school ALNCO will enable ALN procedures to be put in place where necessary.

### **SCHOOL BUDDY SCHEME**

This is where older pupils are encouraged to support younger pupils who have poor behaviour or experience difficulties in integrating with other pupils engaged in play activities. We have a teacher assigned to support this system and encourage its success.

### **REWARDS**

- 1. VERBALLY:** Given when behaviour / work deserves praise.
- 2. MERIT AWARD:** Merit Certificates are awarded every Friday in assembly. These are given for all manner of good work / attitude.
- 3. PUBLICLY:** The St. Teilo's School Newsletter acknowledges the children who were awarded Merit Certificates.

4. **SCHOOL PRIZE:** At the end of the school year, awards are given out to pupils for effort and academic promise in each class. Subject and behaviour shields etc are also presented.

### **SANCTIONS**

1. **VERBALLY:** Given by the classteacher when a child does not comply with school codes of conduct / work.
2. **WITHDRAW PRIVILEGES:** Withdrawal of privileges at breaktimes and extra-curricular activities or school trips.
3. **PARENTAL:** Report misbehaviour to parents either verbally or in writing.
4. **DIARY:** Behavioural diary detailing conduct.
5. **COOLING OFF PERIOD:** Where pupils are asked to consider their behaviour and the consequences of their actions by being withdrawn from a group.
6. **HEADTEACHER:** Where the classteacher sends the child to the Headteacher. If misbehaviour persists, the Headteacher will contact the parents and the pupil will be asked to explain his or her action in the presence of the adults present.
7. **REIMBURSEMENT:** Deliberate damage to property must be paid for.

**Where a child has a diagnosed condition all REASONABLE ADJUSTMENTS will be made before sanctions take place.**

**All children attending After School Clubs will sign a Code of Conduct for that club. If the rules are broken then sanctions will apply.**

### **ATTENDANCE AND PUNCTUALITY**

Attendance at school is required if pupils are to learn to the best of their ability and attendance is carefully monitored. Consequently, parents are made aware of the need for pupils to maintain high levels of attendance and strategies are in place to ensure pupils attend regularly and with sustained punctuality.

## **IRREGULAR OR EXCESSIVE ABSENCE**

Absence is monitored closely and where unauthorised absence becomes irregular or excessive, parents will be informed by a letter from the Headteacher. In line with guidance from the Local Authority there is a point at which the Headteacher will refer cases of excessive absence to the Education Welfare Service. In general, referral will take place if:

- a pattern of irregular absence is either continuing or worsening (sporadic days of blocked absence);
- parents do not accept responsibility for ensuring that their child attends school and refuse to discuss ways of improving attendance with the school;
- condoned, unjustified absence is increasingly a problem;
- or parents ask for excessive authorized absence.

## **BULLYING**

St. Teilo's Catholic Primary School has a clear policy on bullying and this policy should be read in conjunction with our anti-bullying policy 'Respecting Others.'

## **CHILD PROTECTION**

St. Teilo's Catholic Primary School has a clear policy on child protection and this policy should be read in conjunction with our child protection policy.

## **FIXED PERIOD OF EXCLUSION**

A decision to exclude a child for a fixed period will be taken in response to serious breaches of the school's behavior policy and when an attempt to resolve a pupil's behavioural problems have been tried and failed.

The decision may also be made as to whether or not, by allowing a pupil to remain in school, could be seriously detrimental to the education or welfare of the pupil or of others within the school. Only the Headteacher, or in his absence the Assistant Headteacher, may exclude a pupil from school. At all times the Local Authority's policy will be adhered to regarding this issue.

	Name	Signature	Date
Chair of Governors			
Head Teacher			

Review Date	September 2018
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