

ST GEORGE'S CATHOLIC SCHOOL

BEHAVIOUR POLICY

At St George's School, we aim to provide the best possible Catholic primary education enabling our children to work to the best of their ability and to live useful, fulfilling and happy lives as they grow up. In order to achieve this, we aim:

- to provide a consistently high quality of teaching and care, motivating children to learn both academically and socially;
 - to be fair and to be seen to be fair;
 - to treat all members of the school community with respect;
 - to have clear expectations of good behaviour and strategies to ensure they are met;
 - to maintain good communications with parents and to require their support of our policy.
- at St George's School, children are expected
- to respect each other, themselves and our school environment;
 - to be prepared and ready to work to the best of their ability;
 - to listen and speak at the right time;
 - to be kind and friendly to everyone else;
 - to do as they are asked first time.

These statements form the basis of classroom rules agreed for each class and regularly referred to by staff in discussions with classes and individual children.

- In order to realise these expectation, we believe that no child should be bullied or harassed by any other child on grounds of gender, ability or any other differences.¹
- We recognise that in order for anyone to show respect for others, they must first respect themselves and that an important element of self respect is self esteem. We perceive high self esteem as a result of success in our school, we therefore expect the behaviour of pupils in the classroom to be conducive to good teaching and learning taking place. Pupils will be expected to conform to the rules of the classroom and teachers will present well prepared interesting lessons at a level appropriate to the ability of the children.

Incentives for positive behaviour:

- In order to encourage pupils to behave well, teachers will let pupils know when they have seen them behaving well and suitable rewards of praise and acknowledgement will be given. The reward system recognises social and academic achievements and effort. Rewards used should enable teachers to acknowledge success at different levels.

Level 1:

a) Non verbal praise such as smiles, winks and thumbs up signs.

b) Verbal praise which we believe to be the most important factor in creating the positive atmosphere which will promote good behaviour. We strive to maintain a minimum ratio of two positives to one negative statement. Verbal praise can range from a word in the ear of an individual to 'public' recognition in class.

- c) Display is a way in which we acknowledge success in the classroom and elsewhere in school.
- d) Privileges or jobs are given to those who "deserve" them (litter picking).

Level 2:

We share successes with other classes, members of staff and, in school Golden Book assembly, with the whole school community.

Level 3:

The ultimate reward is a congratulatory letter from the headteacher or a phone call to parents - given only for exceptional achievement.

Disincentives to negative behaviour.

We also recognise that it is sometimes necessary to punish bad behaviour. Sanctions must be consistently and firmly applied in order to clearly mark the boundaries and therefore to promote good behaviour. **It is important to remember to criticise and target the behaviour and not the child.** As with the incentives, there are different levels:

Level 1:

- a) Praise for those children sitting nearby showing appropriate behaviour in class.
- b) Non-verbal: the glare, shake of the head, a wag of the finger, a slow walk towards the child.
- c) A verbal reminder of the rules, firstly quietly one to one without distracting the rest of the class.
- d) Warning - a clear and concise message: "'X', if you carry on with 'Y' behaviour then 'Z' will happen to you."
- e) Time out, in a different seat in class or taken to another buddy classroom by a reliable child, where they will be expected to complete a specific task. Class teacher may discuss the behaviour with the child's parent.
- f) Loose break time and being expected to perform task during that time.

Level 2:

We do not permit children to disrupt the class teacher's lesson or the other children's learning. If we have a persistently disruptive child in the class, she/he must be brought to the attention of the headteacher immediately. The headteacher will then be prepared and hopefully available to carry out his part of the procedure. The agreed strategy for dealing with this situation is:

- Tell the child clearly what you want him/her to do or to stop doing.
- Tell the child if they choose not to obey you, you will ask the headteacher to take them out of the classroom. **Emphasise that it is their choice.**
- If they persist in disobeying, you send a reliable child who will not make a fuss of the situation, to call for the headteacher. If he is not available, the Deputy Head.
- When the headteacher arrives, he will aim to remove the child very quietly with little disruption to the teacher's lesson or the children's work.
- The child will work in the headteacher's office for the remainder of the session and the child's parents will be informed. The headteacher, child and class teacher will meet as soon as is convenient to underline our disapproval of the situation and decide any further punishment needed.

This procedure is designed to emphasise:

- Our expectations of what we want the child to do or not do.

- Our fairness in that the child has been told/warned initially before the action is taken.
- **They have made the decision** to behave properly or continue to misbehave.

The removal is carried out with as little disruption to the class lesson as possible. The meeting between headteacher, class teacher and child takes place later.

- The headteacher is aware of the problem beforehand and the class teacher and headteacher can work quickly and efficiently to prevent a situation arising in the classroom where there is a confrontation that disrupts all the children's work and creates tension and difficulty for the teacher's position in the classroom.

It is very important that we all follow the same agreed procedure. If not, we could be making difficulties for ourselves or other teachers. It is important too that we are seen to be fair in the classroom and apply the same procedure to all children not just those labelled 'difficult'. It is not anticipated that this procedure will be used very often. 99% of the children in this school will always obey the teacher and the first step in this procedure will be enough. However, we should be on our guard. Every year, adults nationally are accused of assaulting children when they have found themselves embroiled in a situation that has arisen from struggling to remove a child from the class or return them to their seat.

Statement on "Touching"

Whilst we do not touch children to punish them, some touching is however, necessary in the normal everyday activities which we undertake in school - eg help with handwriting, sewing, using tools in D.T., gymnastics and swimming.

The comforting touch for a sick, hurt or unhappy child is also considered essential. The congratulatory touch of hand shaking or touch on the shoulder is an important communication of that praise and adulation.

Level 3

a) Serious and/or regular incidents² of misbehaviour will be recorded in the incident book³ and reported to parents. Meetings about the indiscipline of their children should be conducted in a positive atmosphere, attempting to find out the reasons why the pupil's behaviour is unacceptable and seeking parents' co-operation in setting acceptable standards of behaviour in school as well as at home. Parents should be made aware of the measures taken by the school to promote self discipline and good behaviour. The unacceptable incidents should be discussed together with the sanctions applied. The aim must always be to seek the parents' support for the school in the action they are taking. Where, despite this, parents prove to be uncooperative, it might be appropriate for there to be a formal interview between parents, Head and Chairman of Governors. The standards of behaviour considered unacceptable should be explained and the steps that will follow unless behaviour is moderated. It should be normal practice before such meetings that parents are given a statement of the incidents which have led to the meeting being called.

b) In extreme cases, pupils may be excluded temporarily or even permanently from our school.

Playground Behaviour

Although our policy statements apply throughout the school day and should be enforced by all staff,

²Serious and/or regular incidents of misbehaviour will be defined through agreement trialing by staff of examples brought before them.

³Records in the incident book will be nullified after 6 months.

we recognise the increased likelihood of poor behaviour at playtimes especially at lunchtime when the supervisors are on duty. As a consequence, we feel that it is important to reinforce to the children what our expectations are (Appendix B - Behaviour at Playtime) and the sanctions which will be applied if they behave inappropriately during playtimes.

As stated earlier, the behaviour is criticised not the child as disincentives are applied at:

Level 1

- a) Praise should be given to children nearby who are behaving well.
- b) A glare, shake of the head, wag of the finger and a slow walk towards the child.
- c) A reminder of the rules.
- d) A warning, clear and concise, using names wherever possible "X", if you carry on with 'Y' behaviour, 'Z' will happen to you."

Level 2

- a) Time out - 5 minutes standing by the wall/fence.

Level 3

- a) Name given to class teacher who may send the child to

Level 4

- a) Referred to the Head teacher who will record serious incidents of physical or verbal abuse of other children or adults in the Incident Book.

Application of the Behaviour Policy

The policy is for all the school community and if it is to be effective, it must be used confidently and consistently by everyone.

Monitoring, Review and Evaluation

We will monitor the effectiveness of this policy by an annual review which will consider:

- a) Are our aims still valid?
- b) Are the rules still relevant and consistently applied?
- c) How effective are incentives and disincentives?

All concerned parties will be kept informed of any review outcomes.

Conclusion

A child/parent friendly version of this statement (Appendix D) will be included in the school prospectus. Each year, parents will be invited to return an agreement stating that they have read, understood and support our aims and have discussed it with their child/ren.

BEHAVIOUR AT PLAYTIME

Remember we want everyone to enjoy a safe and happy playtime so:

Playtime snacks should not be in lunch boxes.

Toys should be small, inexpensive and only one per child.

Football can be dangerous in a busy playground. There should be no kicking of anything before school.
(Class six have their special football time during lunchtime play).

INFANTS:

Play on the playground, not on the steps or on the walls.

It is dangerous to be in the classroom, on the steps, climbing the fence and the trees or anywhere out of sight.

Ask the person on duty for permission to go to the toilet or to go for a drink then they know where you are.

When the whistle goes, stop playing and stand still.

The person on duty will call each class to walk quietly to their class.

At 8.50am, all of Class One and Class Two children should be on the junior playground or in 'Wake and Shake' safely away from the cars and buses.

JUNIORS:

Play on the playground (or on the field when allowed) not in Class 3/4 covered way or around the sides of the building.

No-one should be in a classroom during playtime unless there is a teacher with them.

At the end of playtime, the whistle means stand still and quietly, ready to go into lessons.

ST GEORGE'S CATHOLIC SCHOOL

ANTI-BULLYING POLICY

St George's School recognises that bullying takes place in all levels of society and this includes every school environment. Bullying does not have to follow the archetypal 15 stone, 6 foot monster demanding your dinner money or else. Bullying may not only be physical it can take many forms such as verbal, gesture, extortion or exclusion.

Definition

Bullying may be distinguished from other unacceptable forms of behaviour in that it involves dominance of one pupil by another or a group of others, is purposeful and usually forms a pattern of behaviour rather than an isolated incident. A person is bullied when he or she is exposed regularly and over time to negative action on the part of one or more persons. The seriousness of the bullying may be measured by the effects on the vulnerable child.

A one-off aggressive act, while still unacceptable, does not comprise bullying. It is regular and repetitive, negative actions that constitute bullying.

MISSION STATEMENT

- Bullying behaviour is not acceptable in St George's School.
- The school aims to create an environment in which everyone feels secure and safe from harm. Every child should feel confident that their worries and problems will be listened to and help given to them.
- The school will aim to prevent bullying through teaching and reinforcing the positive beliefs in respect for all others, to accept and value the differences between us and the treating of others the way we wish to be treated ourselves.
- All reported incidents of bullying will be addressed. The school will aim to help the victim through their difficulty and the bully to improve their behaviour.

In demonstration our commitment to this task, we recognise there are two areas for the school to work on. Firstly, there is the work to put in place which helps prevent bullying from happening. Secondly, there is the action we will take of an incident of bullying is reported.

PREVENTION

Staff Charter

The teaching staff recognise the important part they play as role models. Teachers will not use:

- sarcastic comments
- derogatory nicknames
- domination or humiliating behaviour

We will listen to children when they are willing to talk about bullying and be sensitive to their needs for privacy and respect.

Pupil Charter

The school has firm expectations of the children's behaviour (see Behaviour Policy) and every child must recognise each other's rights to:

- be physically safe
- keep their own possessions
- be free from insult, derogatory remarks and teasing
- be able to associate with other children for companionship and friendship.

Every child must also take responsibility for:

- the physical safety of others
- the security of everyone's personal possessions
- the freedom from hurt by name-calling or teasing
- including all pupil in play and learning activities

Pupils at St George's will be expected to treat others with respect and not in any way that hurts another either physically or their inner feelings.

The Curriculum

The principles behind this policy will be discussed by the headteacher and class teachers with the whole school and individual classes throughout the school year both as a preventative measure to ensure bullying does not grow within the school and also as a reaction if it is needed, Occasions to do this will be through:

- assemblies - whole school, key stage and class
- the R.E. programme
- Circle Time
- drama, writing, artwork
- spontaneous class discussion

REACTION

No matter how good a programme is to prevent bullying, it is recognised that there will still be some incidents of bullying. Indeed, the programme may be successful in that it encourages children to feel safer in reporting incidents of bullying and thus the number of incidents reported may even rise.

The teaching staff will always react to a report of bullying and address the problem. The aims of any intervention are twofold:

- to make the victim feel safe
- to encourage better behaviour from the bully and any colluders

In reacting to incidents of bullying, there are a limited number of options open to teachers.

1. Asking the victim to change.

Often victims of bullying are told to "stand up for themselves", "hit back", "pretend you don't care".

This can make the victim feel it is their fault that this is happening. It is not. Whatever their own inadequacy or difficulty, it is not their fault and not their responsibility to stop it. It is our responsibility and we must give them the message loud and clear if we are not to compound their unhappiness. Assertiveness training can be appropriate for everyone. However, it should not necessarily be linked directly to a victim's plight but with more general development work.

2. Punishing the bully

Research shows that punishing the bully does not always work, in fact, it will often make things worse when the bully takes further revenge on the victim. If we want to encourage disclosure and work positively with bullies, we must try something else. Bullying is an antisocial behaviour resorted to by inadequate people and we must respond in a way which will be helpful to their learning of improved behaviour. Increasing their anxiety and alienation from us is not likely to work.

3. The Group Problem Solving Approach

The group problem solving process is aimed at bringing the problem out in the open and putting the burden of solving the problem onto those involved. The feelings of the victim are shared and the bully and colluders are confronted with them.

Step 1 Interview with the victim

When the teacher finds out that bullying has happened, she starts by talking to the victim about his/her feelings.

Step 2 Convene a meeting with the children involved

The teacher arranges to meet with the group involved. This will include bystanders or colluders who joined in but did not initiate the bullying.

Step 3 Explain the problem

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress.

Step 4 Share responsibility

The teacher does not attribute blame but states that she knows that the group is responsible and can do something about it.

Step 5 Ask the group for ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses and she extracts a promise of improved behaviour.

Step 6 Leave it to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step 7 Meet them again

Within a few days, the teacher discusses with each child, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Monitoring and Evaluating

Every year, during the Spring Term. The Bullying Policy will be discussed at a staff meeting. The following questions will be addressed to evaluate the degree of success this policy is having and what, if any, changes need to be made.

- To what level is bullying behaviour being discussed in Circle Time or class discussion?
- Are we fulfilling our part in the Staff Charter?
- Are the pupils fulfilling the Pupil Charter?
- Are we including the bullying issue in the curriculum?
- Are we addressing every incident of bullying reported to us?
- Does the Group Problem Solving Approach work in every case?
- Are there any changes needed to the policy?

BEHAVIOUR AT ST GEORGE'S RC SCHOOL

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Disincentives for negative behaviour

- We also recognise that it is sometimes necessary to punish bad behaviour. Sanctions will be consistently and fairly applied in order to clearly mark the boundaries and therefore promote good behaviour. We criticise and target the bad behaviour not the children. Again there are different levels of disincentives from a word or a sign of disapproval offering the

child the choice to behave appropriately, to losing privileges and being reported to the headteacher.

Parents will be informed of serious or regular misbehaviour and in extreme cases; pupils may be excluded temporarily or even permanently from our school.

This statement has been discussed and agreed by the school staff, governors and parents and we would like to invite you to support us in our aims. We want to work in partnership with you and to be consistent in our expectations. We will share our successes and achievements with you, likewise, our concerns. Please feel able to come in and talk about any matters relating to behaviour or to read and discuss the full policy statement which is available from the head teacher.

This document is for reference and should be added to your school prospectus. Please refer to it in discussions with your children



Behaviour at St George's RC Primary School

Please sign this agreement and return it to school by

Guardian/Parent(s) name

I have read, understood and support the Statement relating to Behaviour at St George's School and have discussed it with my child/ren.

Child/ren's names

Signed Date