



## THE CATHEDRAL SCHOOL OF ST. SAVIOUR AND ST. MARY OVERIE

### **Behaviour Policy**

#### **Discipline - A Document for Parents and Teachers**

##### **The aims:**

- supporting behaviour through the distinctive Christian ethos of the school
- working together to ensure the success of the child
- creating understanding and openness in home/school relationships
- helping parents to play a positive role in supporting the work of the school
- encouraging opportunities for parents and staff to exchange information, ideas and opinions
- involving parents in working out the way for the own child's education
- developing an understanding of achievement
- ensuring all members of school community act as role models for the children at Cathedral School, including the children themselves
- to ensure that all children are able to enjoy their rights as described in the UNCRC (United Nations Convention on the Rights of the Child) and underlined in the School Charter.

##### **Parents and pupils expectations of the school:**

- a safe, well ordered, caring environment in which learning can take place
- the child valued as an individual
- challenging teaching, guidance and a range of opportunities which will enable the child to realise his/her potential
- regular information about progress
- early warning of problems with work, relationships or discipline
- reasonable access to teaching staff
- a distinctive Christian ethos
- clear information on aims and objectives of school policies, and the curriculum

**School's expectations of the parents:**

- regular and punctual attendance
- support for a policy of conduct and discipline necessary to ensure the smooth running of the school
- acceptance of school procedures as set out in the school prospectus
- positive support for the staff
- helping to sustain effort and achievement
- assisting the work of the school with helpful attitudes and a home environment in which work can be completed
- taking part in discussions about the child's progress
- early contact with the school to discuss or inform on matters affecting the child's progress, happiness or behaviour

**Home and school to have a shared commitment to:**

- ensuring capable and competent children who are able to take responsibility for themselves, and to respect and care for other people and property
- give the life of the school a priority of shared interest and enthusiasm
- provide mutual support for the child

**Discipline and behaviour:**

Discipline in school is based upon respecting others (and their rights), motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff of the school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes.

The whole school charter underlines some of the most relevant of children's rights to the school environment and suggests some actions they need to live out if everyone in school is to enjoy these rights.



# Cathedral Primary School School Charter



## Staying Safe

Article 19: You have the right to be protected from being hurt, in body and in mind.

Our Rights Respecting Actions:  
To be considerate to others' feelings.  
To play safely, include others and solve problems calmly.  
To tell an adult if feeling unsafe or are upset.

## Learning

Article 28: You have the right to a good quality education.

Article 29: Your education should help you to use and develop your talents and abilities.

Our Rights Respecting Actions:  
To be prepared and willing to learn.  
To try our best.  
To help and support other children to learn.



## Respect

Article 12: You have the right to give your opinion and for adults to take it seriously.

Article 24: You have the right to a clean and safe environment.

Our Rights Respecting Actions:  
To respect our clean and tidy environment and help improve it.  
To listen to other people's opinions and try to understand their viewpoints.

Children need to experience success, if they are to make progress. Within the high standards of behaviour and work expected at the school, it is likely that some children will find this challenging. These children need support and help in order to put matters right. They should have the opportunity to explain and discuss their behaviour. It is important to make clear, at all times, that it is the behaviour which is at fault, and not the child as a person.

### Rewarding achievement:

Praising a child might include:

- a quiet word
- a visit to a senior member of staff/other class
- public praise (class or whole school)
- certificate, formally presented for achievement in attitude, work, community support
- a letter/phone call to parents

Achievement and success will vary from child to child. It is important that it is recognised for each individual, however small. Individual classes may have their own systems for encouraging achievement, e.g. stars, stickers, comments.

### Challenging behaviour:

Sanctions appropriate to the situation might include:

- book for praise/sanctions
- immediate checking of behaviour, individually or in public
- a minor penalty, relative to the offence and age of child, including FLECKI
- loss of privileges, playtime etc.
- repeated or extra work
- meeting between teacher and parents

- payment for damage, or replacement
- referral to Headteacher

In this situation, the referral will be recorded. In serious cases, or after two or more referrals, the following ‘chain’ may take place:

1. Parents informed by letter or telephone. No further action taken.
2. Parents informed, and a meeting arranged with the Headteacher with the aim of arranging a common approach between home and school.
3. The child will be placed on report. The child’s behaviour over an agreed period of time will be recorded daily. Parents will be expected to read and sign the report at the end of each week. After the report period has ended, the report will be placed in the child’s record, in case it should need to be referred to in the future.
4. For repeated misbehaviour over the lunch period, the headteacher may, with or without discussion with the parents, but after adequate notice, exclude the child from the school premises during lunch breaks.
5. After consultation with parents, a child may be suspended for a short defined period, and the Governors informed.
6. After consultation with parents and a referral to the Governors, a child may be given a long term suspension, and excluded permanently.

In all cases of challenging behaviour, it is hoped that detailed discussions with parents and support from them will bring about the necessary change at an early stage.

Punishments are not applied mechanically without regard to the individual child. As a guide, the following would normally lead to an immediate referral to the Headteacher:

- persistent rudeness, answering back, body language, foul language
- dangerous play/behaviour
- violence of any kind, threats, verbal or physical
- racist behaviour
- bullying
- stealing and damage to school property

## **The School Ethos**

The ethos or climate of the school is brought about by the quality of relationships within it - teacher to pupil, teacher to teacher, pupil to pupil, **AND** with the parents.

Two factors contribute to a positive ethos:

1. The example set by **ALL** adults, teacher and parents
2. The expectations of teachers and parents - a firm but fair insistence on hard work, commitment and a high standard of behaviour

Given these two factors, it is more likely that children will be able to benefit from their schooling.

“We rightly look to teachers to teach, but it is the joint responsibility of parents and teachers to educate”