



ST. MARY'S CATHOLIC PRIMARY SCHOOL



PASTORAL CARE, BEHAVIOUR AND DISCIPLINE, WITH REFERENCE TO PERSONAL, SPIRITUAL, SOCIAL, MORAL AND CULTURAL DEVELOPMENT.

NOTE: While we recognise and value the great contribution that good parenting and responsive and co-operative children have made to the ethos of our school, the main emphasis in this statement is the responsibilities of staff members in maintaining the present ethos of our school.

Parental involvement:

We recognise that the good behaviour of children in the school is largely the result of a shared value system between school and home. The successful management of any behavioural difficulties that arise will result from developing the partnership between home and school. Parents will always be contacted as required. Please consult HT or DH if you think this is necessary.

School Mission Statement:

*To love God above all things
BY learning together, loving ourselves, loving each other,
loving all people, loving life itself AND constantly striving for
excellence worthy of our God given gifts.*

The aim of this policy is to enable us to realise our School Mission Statement. As a Catholic school our value system is based on Gospel values. Christ's statement from the Gospel of St. John defines the ethos of the school:

Love one another as I have loved you. By this shall all men know that you are my disciples, if you love one another.

John 15.

The Mission Statement is realised to the extent that each member of the school community is effective in living out this Gospel statement for the glory of God and for the good of the whole community. The manner in which it is realised is critical - the ideal being that all relationships in the school should be characterised by consideration, fairness, kindness, understanding, forgiveness and reconciliation.

We realise our Mission Statement via the following objectives, which are not hierarchical:

- By having full regard to the personal, spiritual, moral, social and cultural development of the whole school community.
- Through enabling pupils to achieve high self-esteem and resilience by maintaining a high quality of teaching and learning.
- By establishing the highest possible expectations of behaviour of all adults and children in the school,

- Through the supportive, co-operative nature of the relationships between pupils, Chaplain, staff, governors, parents, volunteers and visitors, which is based on mutual trust and respect.
- By developing the school's physical environment so that all who use it feel that they are valued, and that its care, and the care of all resources within it, is the collective responsibility of the whole school community.

The means of achieving each of these objectives is outlined below. [Where reference is made to Staff responsibilities, this includes all paid members of staff, teaching and non-teaching alike, although teaching staff may have the greater responsibilities in some aspects].

The pastoral care of all children is the responsibility of every adult in the school. Although a class teacher has particular responsibility for his/her own class, pastoral/disciplinary responsibility is not confined to that class. All adults are expected to take a real interest in all pupils.

1. **Have full regard to the personal, spiritual, moral, social and cultural development of the whole school community.**

Staff responsibilities:

- Be conscious of ourselves as role models in all these areas of personal development.
- Develop and share our own Faith and our own prayer life alongside the children.
- Provide for the spiritual needs of the children throughout the day, with special reference to the development of their prayer life, and provide opportunity for quiet recollection.
- Perform our own professional responsibilities to the very best of our ability for the good of the whole school community.
- Embrace the faith, culture and creed of all our pupils as a means to show our respect for others
- Develop the multicultural dimension of the curriculum.
- Provide and support, as far as possible, extra-curricular and social and leisure activities.
- Teach the children to recognise the difference between right, [acceptable behaviour] and wrong, [unacceptable behaviour].

2. **Enable the whole school community to achieve high self-esteem by maintaining a high quality of teaching and learning.**

Staff responsibilities:

- Teach the secular curriculum filtered through a Gospel based value system that takes full account of the whole person. This spiritual dimension is necessary to a full appreciation of all learning and development,
- Teach the R.E. programme with enthusiasm and commitment.
- Be seen to be a learner, i.e. indicate to children when and why we attend courses and meetings, try out new strategies or practices - demonstrate both success and failure in our own learning.
- Be aware of the possibility of 'multi intelligences' e.g. gifts and talents that are musical, artistic, personal, emotional, motor etc. and develop the self-esteem of pupils who demonstrate achievement and abilities in these areas, particular if they experience frustration or difficulties in the usual literacy, numeracy and scientific intelligences that are traditionally valued.
- Encourage parental partnership in pupil learning.
- Monitor the homework of children, giving particular encouragement to those children who are doing homework in unsupported or difficult conditions.
- Strive for excellence in everything to do with teaching and learning, remembering that this does not mean that we achieve perfection: learn how to be fair - to ourselves
- Create a quiet, orderly working environment in the classroom, with a really strong and persistent work ethic. While noise is not always indicative of idleness, or silence always indicative of hard work, order must underpin all classroom learning environments. A quiet, well ordered teacher would have a quiet well-ordered classroom.
- Teach children the value of improving upon their own 'personal best' in their academic development, enable them, as appropriate, to access the criteria upon which assessments are made, and develop their abilities to become involved in these judgements themselves
- In making assessments, **label the work, not the child,**
- monitor gender differences in attainment in routine class work,
- Take special note of all references to Equal Opportunities in school Policy statements

3. Establish the highest possible expectations of behaviour of all adults and children in the school.

Staff responsibilities

- Develop a sense of personal and moral responsibility in the children, without an undue or unhealthy emphasis on guilt
- Establish allegiance to a shared value system with minimum emphasis on rules and regulations: i.e. Pupil Profile
- Encourage the highest levels possible of SELF discipline in children so that this becomes their spontaneous behaviour - this is critical in terms of their own personal and social development
- Praise evidence of self-discipline, but be careful not to create a need for praise and recognition that might mitigate against our aim that good behaviour should be intrinsic, instinctive and spontaneous for its own sake, not just to receive an extrinsic reward,
- Be positive: assume that very good behaviour is the norm in this school, but be sensitive to the needs of children who need support to achieve this acceptable norm
- When the need to chastise a child arises, always try to end the interview with an assurance that we know the child is capable of doing better, can do better, and will do better,

Cultivate an air of charismatic authority and self confidence (quite different from 'bossiness' and certainly different from bullying) that will give children a sense of our status and worth. This derives from our own sense of professional confidence, self worth, and value to the school. If we do not feel valued, we should seek support from other members of staff.

- As far as possible be your own 'ultimate deterrent.' Referring children to other members of staff - except in extreme cases - undermines your own status and will render you less effective in future situations
- Be fair and decisive in handling behaviour problems
- Reward with praise frequently but judiciously; do not devalue the currency of praise by its indiscriminate use
- Take regular account of the need for the well behaved children to have their normal 'taken for granted' good behaviour publicly noted in ways that affirm them.
- Be alert to the difficulties of applying sanctions fairly and consistently; sometimes [in extreme cases] different children with different needs will have to be treated differently.
- Be positive: assume that the behaviour can be changed for the better, and that every day is a new start, a fresh opportunity!
- Adopt the highest standards of speech, manners and dress at all times, taking account of our expectations from children.

4. **Maintain supportive, collaborative relationships between all members of the whole school community.**

Staff responsibilities:

- Treat every person with respect, listen attentively and serve their needs as far as possible, remembering the example of Jesus washing the feet of the disciples,
- Ensure that you immediately report any suspicion of child abuse of any kind, from any source to the HT and/or DSL.
- Perform your professional responsibilities in a non - competitive, supportive manner for the good of the whole school community.
- If unacceptable behaviour begins to occur, check out the history of this with previous teachers and/or anyone of the senior management team and ask for advice if necessary before taking any serious action.
- As a Catholic school, we will always 'walk the extra mile' with any adult or child who is in difficulty.
- Communicate the good news about pupil behaviour in classes other than our own.
- Teach collaborative skills in and out of the classroom.
- Encourage children to praise each other regularly.
- Where support is needed, minimise the risk of failure by setting very short term, realistic and achievable goals with a real possibility of success.
- Ensure that each class is aware of the essential essence of this policy statement, and make the achieving of it a collaborative effort,
- Welcome and develop parental partnership at every reasonable opportunity; experience has shown us that, particularly when behavioural problems arise, there is only likely to be a successful outcome when the home - school partnership is very clear to the child.
- Teach children collaborative skills within their work and play.
- Enable children to address teachers and other adults in a range of different 'registers,' formal and informal, and to understand the appropriateness of these registers in different contexts in school.
- Greet pupils, if possible by name, as we meet them, smile, body language is important, and expect to be greeted by children.
- Teach children how to greet adults and children in school.
- Treat sick or injured children with particular care - as a loving parent would.

5. **Develop the school's physical environment so that its care, and the care of all resources within it, is the collective responsibility of the whole school community.**

Staff responsibilities:

- Headteacher and Governors to secure the allocation of money appropriately for the physical improvement of the building,
- Maintain really attractive displays of children's work, particularly work that is evidence of artistic, musical, motor and other similar abilities.
- Display posters, artefact, etc reflecting beliefs and practices of Christian and other faiths and/or with a multicultural emphasis.
- Maintain attractive and tidy classrooms and offices.
- Ensure that class cloakroom and/or corridor area is always tidy.
- 'Witness' is a most effective teaching strategy - occasionally pick up litter/coats etc inside the school building, develop our own awareness of our responsibilities to the whole school environment - we are the children's role models.
- Ensure that all children - not only your own class - move about inside and outside the building in a quiet and orderly manner.
- Praise children who handle school resources with care.

Notes on some reasons for the occurrence of unacceptable behaviour.

Some inappropriate behaviour in the classroom can be the result of:

- **Poor management of teaching and learning:**

Ensure that the child is not underachieving or is not suffering from poorly planned lessons/work that is difficult for them to access.

- **A child feeling undervalued in the school**

Monitor this with all children who present difficulties.

Take every opportunity to welcome good role models into school.

- **Fatigue (late nights, sleep disturbed by babies or toddlers etc.) or hunger (little or no breakfast or generally poor nourishment.)**
- **Unhappiness - family difficulties.**

The child might be experiencing family difficulties that we have no knowledge of. If you suspect this might be the case, seek advice from HT or DH who will advise on the need for parental contact.

These situations are easier to handle when the parent makes early direct contact and parent and teacher and/or classroom assistant as appropriate can support the child consistently. Sometimes the situation is made easier for the child if they are aware that the teacher knows about the problem. In some situations, however, the child may prefer the teacher/school not to know so that the school actively becomes an escape from the problem. Extreme sensitivity is needed in these situations.

- **Unhappiness in school: unsatisfactory adult/child relationships.**

Unacceptable behaviour could be the result of an unsatisfactory relationship with an adult or adults in the school. If this is suspected, and particularly if a class teacher or classroom assistant is sensitive enough to be aware that his/her own unsatisfactory professional relationship with the child is part of the child's problem, please discuss this with any member of the Senior Management Team, perhaps one who has already taught the child, and you will receive advice and support. Be assured that we are all familiar with these situations.

- **Unhappiness in school: normal peer group problems.**

Peer group problems occur from time to time for many children. Do not rush to define these occurrences as necessarily 'problematic,' as learning how to manage these are part of normal personal development. Class teachers should continuously address developing this aspect of a child's personal development.

As far as possible, avoid 'trouble shooting' in class time, as this can become a diversionary tactic on the part of some children to avoid real class work! Be pro-active in helping children to adopt preventative strategies. If difficulties persist we will need to involve parents in supporting the child.

However, be certain that both adult and child can differentiate between the above and actual bullying.

BULLYING.

Bullying of children can take place in any environment where they meet. Our definition of bullying is:

THE DELIBERATE, PERSISTENT AND SYSTEMATIC HARRASSMENT

*** OF A CHILD BY A CHILD**

*** OF A CHILD BY AN ADULT**

*** OF AN ADULT BY AN ADULT**

BY WORD OR ACT IN ORDER TO CAUSE PAIN OR DISTRESS OF ANY KIND. IN SOME INSTANCES IT WILL BE BRUTAL, AGGRESSIVE, OVERT AND EASILY IDENTIFIED. IN OTHER CASES IT WILL BE DISCREET, SUBTLE AND DIFFICULT TO IDENTIFY OR PROVE.

Bullying therefore ranges from physical attack, to name calling, to hostile body language, systematic exclusion from games, stealing/removing property etc. It can take place in the classrooms, in the playground, or on the way to and from school. It tends to occur where one person (or group of persons) has power over another, and among children this 'power' element needs to be looked for by the staff.

Staff responsibilities.

- Learn to *identify* what **is** and what **is not** bullying. The ordinary day-to-day difficulties of children learning how to get on with each other, irritating each other, etc. while not attractive, is a normal part of the socialising process.
- Teach children what **is** bullying, and what **is not** bullying, and how to tell the difference.
- Teach children how to manage unpleasant situations that are not bullying in non aggressive ways,
- Teach children to respond to physical violence by leaving the scene immediately without retaliating and report to the supervising adult.
- Report any incident of physical violence to either HT or DH, who will normally report to the victim's parents and decide whether or not the incident should be reported to the parents of the assaulting child, the assumption being that it will unless it is very trivial or impossible to prove.
- Always treat any suspicion or allegation of bullying seriously.
- Be supportive of the victim, give reassurance, identify a named adult as a point of frequent contact.
- Take note of the needs of the bully, why is s/he doing it, what support does s/he need to recognise and change this behaviour
- Teach children what they must do if they think they are being bullied:

If there is any child or adult in the school who makes another child feel threatened or intimidated, nervous or uncomfortable to the point where the victim feels the need to avoid contact,

‘Tell someone.’

The child should:

Report to the class teacher, who will investigate the matter, and if need be, report to HT or DH: assure the children that the investigation will be discreet and sensitive,

Talk it over with parents, and they will decide whether or not they need to contact us - always reassure children that we welcome this parental contact,

If in doubt, talk it over with a friend, who could help to decide if bullying is taking place, Assure children and parents that allegations of bullying are always be taken seriously.

REWARDS AND SANCTIONS.

REWARDS:

- Verbal praise, given appropriately.
- Child invited to report behaviour or work to another teacher or to HT or DH.
- Children should be given duties as monitors and this should be shared amongst the whole cohort as far as possible.
- When children need prolonged support, reward for good behaviour or achievement will be given via the weekly 'home school' report book.
- In extreme cases, a teacher may wish to use 'stickers' on a child's work. Reservations on the use of these for our children is that it might reduce the child's intrinsic motivation, cause competition between children for the wrong reasons, cause the child to overvalue the sticker and undervalue other kinds of teacher response to work etc.
- For excellence of any kind, a 'Virtues postcard' may be posted home.

SANCTIONS:

- Undesirable behaviour, though it will always be dealt with, will not always need to be sanctioned. There will be times when a more positive approach will be called for, e.g. when dealing with children whose need for support is greater than the norm for this school. This means in fact that at times it will be necessary to treat children differently, and militates against the need to be seen to be fair and consistent by the children. In these rare and difficult cases - be sensitive, manage differences in treatment as discreetly as possible, and if necessary, take advice from other members of staff.
- Never issue warning threats of sanctions unless you fully intend to carry them out.
- Avoid continual warnings - just act!
- Avoid sanctioning whole groups - it is almost impossible to be fair.
- **Never put a child to stand/sit outside a classroom.** This is dangerous practice. The child might leave the premises, become ill, or cause trouble elsewhere in the school. It militates against the exercise of our duty of care. It also counts as exclusion, in the sense that s/he is being deprived of his/her right of access to the curriculum. However, a child may lose their break time or lunchtime due to unacceptable behaviour (including within the classroom setting) and sit outside the staffroom for a short period.

- Corporal punishment, or touching a child in any hostile aggressive manner is never permissible and could lead to disciplinary procedure.
- Speaking to a child in a way that could be construed as unnecessary harassment, or as an unwarranted and unnecessary humiliation of the child is not permitted and if this behaviour persists it could lead to disciplinary procedure.

Sanctions for anti-social behaviour in the classroom that are acceptable in this school are:

- Verbal reprimand;
- Change of seat in class;
- Repeat work that is unsatisfactory because of unacceptable behaviour;
- Work during playtime please remember that this must always be supervised, that children have rights to recreation, and avoid class sanctions;
- Writing an apology;
- Writing explanations for the behaviour, which may - in serious circumstances - be sent home to parents;
- Being sent to DH or HT- use this sparingly, it could undermine the teacher's authority if regularly used;
- Exclusion from clubs,

Following persistent misbehaviour at lunchtime, the parent may be asked to take the child home for lunch for a fixed time -one week in the first instance.

Reviewed: February 2019

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