

# St Teresa's RC Primary School



## Behaviour Policy

Our school is based on the teachings of Our Lord and the Catholic Church, fostering a special relationship between home, school, parish and community.

Each person is known, valued and encouraged to develop to their highest potential. The school welcomes everyone to its family and upholds as paramount the importance and value of all.



St Teresa's is a safe  
and happy place  
where we welcome everyone  
into our school family.

We learn and grow in faith together  
and do our best to champion  
kindness.

We respect and care for  
each other and the world  
by doing small things  
with great love.



- Our behaviour policy is deeply rooted in our Christian faith and values in which everyone is valued and respected, and forgiveness and starting anew underpin all we do.
- Every child understands that they have the right to feel safe, valued and respected and be able to learn free from the disruption of others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Staff, in line with the Behaviour Policy, use rewards and sanctions consistently.
- Exclusions will only be used as a last resort and the school follows statutory guidance relating to permanent and fixed term exclusions as follows:  
<https://www.gov.uk/government/publications/school-exclusion>
- Children are supported to take responsibility for their actions.
- The school seeks to work in partnership with families to support children where there are challenging behaviours including through the Early Help process.
- Advice and guidance from the Department for Education related to use of reasonable force, physical touch and confiscation of items are followed by all. All staff are trained and this training is reviewed regularly.
- Staff will revisit and receive regular CPD on the Behaviour Policy to ensure that it is fully understood by all.
- This written statement of behaviour principles will be reviewed and approved by the full governing body every two years.

## **Introduction**

At St Teresa's we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect.

St Teresa's is proud to be an inclusive school that meets the needs of all children. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we work hard to do this. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning and so this policy is a reflection of all we do, striving to ensure all our children can fulfill their potential.

We base our behaviour management on promoting our school rules and Christian values, celebrating the positives and teaching children how to make the right choices. However, clear and consistent sanctions will also be enforced (see Graduated Response section.)

This policy operates in conjunction with the following policies:

- Anti-bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning and Assessment

## **Aims**

- To create a safe and secure environment that promotes effective learning.
- To support the way in which all members of the school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration of others.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to enable them to fulfill their potential.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules and codes of behaviour.

- To teach Christian values and attitudes, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- To promote a culture of reconciliation.

## **Values**

- Honesty
- Courtesy
- Kindness
- Perseverance
- Respect

## **Rules**

- Be Ready
- Be Respectful
- Be Safe

## **Roles and Responsibilities**

### **The Head Teacher will:**

- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy.
- Support staff when dealing with challenging behaviour and the law.
- Be a positive role model.
- Ensure the health and safety and welfare of all children.
- Praise and encourage positive behaviour including rewards and celebration assemblies.
- Ensure the promotion of the Rules and Values in the school community.
- Ensure appropriate use of sanctions.
- Work closely with parents/carers of children displaying challenging behaviours.

### **The Senior Leadership Team will:**

- Work closely with the head in support of all of the above.
- Lead staff in implementing the behaviour policy.
- Be support for staff when dealing with disruptive behaviour in the classroom.
- Be in contact with parents when it becomes apparent a child is struggling to follow the school rules.

- Work with parents to develop Behaviour Support Plans in order to support children who need additional help in following school expectations of behaviour.
- Work with children to help them understand their behaviour and know how to put it right.
- Secure the involvement of outside agencies to support children who need additional help and intervention to manage their behaviour.

### **Teaching Staff will:**

- Teach the children what good behaviour looks like and ensure that they fully understand what is expected of them by regularly revisiting.
- Give the children constant explicit reminders of what good behaviour is so they are aware of the behaviour they are aspiring to.
- Ensure that children fully understand what they are being reprimanded for and are given a chance to put it right. Complete the reflection sheets with the child.
- Ensure children start each session with a clean slate ready to go again.
- Ensure that the Graduated Response is consistently applied and involve the use of other staff where appropriate e.g. the Deputy Head.
- Plan and deliver effective lessons taking account of children's starting points.
- Promote the school's rules and values in and around school.
- Reward and praise positive behaviour in line with our rewards system.
- Offer the children choices and the chance to make the right decision.
- Be a positive role model.
- Where appropriate inform parents/carers about the welfare of their children.
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure. (See the Graduated Response.)
- Work in partnership with senior leaders to ensure all agreed strategies and actions are carried out including the use of Behaviour Support Plans.

### **Support Staff will:**

- Support teaching staff in implementing the Graduated Response.
- Follow the Graduated Response consistently.
- Communicate concerns about children to teaching staff initially or directly to the Head or Deputy.
- Promote the school's rules and values in and around school.
- Reward and praise positive behaviour in line with our rewards system.
- Offer the children choices and the chance to make the right decision.
- Be a positive role model.

- Work in partnership with senior leaders and teachers to ensure all agreed strategies and actions are carried out including the use of Behaviour Support Plans.

### **Children Will:**

- Follow the school rules.
- Uphold the school values.
- Be responsible for their own actions and the impact of their actions on others.
- Learn to work co-operatively.
- Accept sanctions and be willing to be reflective to change behaviours.

### **Parents will:**

- Support the school in following the Behaviour Policy.
- Support and encourage their children to follow the school rules.
- Support and encourage the children to uphold the school values.
- Uphold the school values.
- Accept sanctions for their children and be willing to help their children to be reflective and to change their behaviour.
- Work with the school in partnership where their child needs extra support with behaving appropriately.
- Communicate with school when circumstances at home may be having a negative impact on their child's behaviour.

### **The Governing Body will:**

- Approve the Statement of Behaviour Principles (outlined on first page) to guide the design and review of the Behaviour Policy.
- Carry out its statutory duty relating to exclusions and disciplinary issues.
- Review the effectiveness of the policy with the Head Teacher.

## **Communication and Parental Partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour that is causing concern in school, steps will be taken to inform parents. (See graduated response.) The class teacher will have initial responsibility for this and will record any conversations with parents in accordance with the Graduated Response. Teachers will be responsible for reporting early warning signs for behaviour and safety to the Deputy Head in the first instance so that strategies can be put in place and more formal steps taken.

The behaviour policy is shared with parents/carers. Senior leaders, with the support of the wider team, will strive to support and encourage parents to share

the same aims in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed. When it is deemed necessary for a child to have a Behaviour Support Plan put in place, parents/carers will be invited in so that this process is shared and agreed by all parties. When intervention by outside agency is deemed appropriate in agreement with parents e.g. Bolton Behaviour Support Service, Woodbridge Outreach Service, Educational Psychologist, parents will be invited to an Early Help meeting.

### **Definitions and Expectations of Pupil Behaviour**

It is essential that the expectations of behaviour as outlined in this policy are taught to children and revisited regularly – in the first week of each term and as often as necessary thereafter. Children need to experience the rules being used consistently and fairly. We reflect with the children at regular intervals about how the rules are being implemented; this may be through class PSHE lessons, whole school assemblies or discussions with individuals. When a child has persistently broken the class rules then a reflection sheet will be completed with them to ensure that they fully understand their choices.

### **Consistency**

Consistency in managing behaviour is key. All staff need to know how to promote desirable behaviour, manage difficult or dangerous behaviour and have an understanding about what that behaviour may be communicating. All staff should focus on de-escalation and preventative strategies rather than relying solely on reactive strategies.

We ensure this by having a robust Behaviour Policy and through regular review of our behaviour management systems to ensure that all staff understand them. Staff are encouraged to support one another to manage behaviour and monitoring of behaviour management is regularly carried out by the Senior Leadership Team.

### **Positive Rewards and Celebration Ethos**

Staff routinely reward children for examples of making good choices and following the school's values. This may include:

- Verbal praise/ stickers



- Positive comments in books
- Special mentions in class or assembly
- Informal referral to the Head or Deputy for commendation
- Use of special award certificates within classroom
- Sharing 'good news' with parents

The system of merit marks recognises when children have made good choices. Merit marks are awarded for examples of good work, effort, good behaviour, upholding our school values and being helpful. Merit marks are collected by the children and when they have achieved forty they may redeem their for a prize from the Head Teacher on a Friday afternoon.

Each week, class teachers select a 'Star of the Week', a child who has been noticed as having done something special, focussing especially on celebrating our values. They are awarded a certificate, which is presented in Friday's Celebration Assembly. Parents/carers of the children being awarded the certificate are invited to attend the assembly with a secret text! The 'Star of the Week' also has their name on the newsletter. Our weekly Celebration Assembly also focuses on sharing achievements both within school and at home.

### It's Good to be green!

Each class has a Good to Be Green chart which has each of the children's names displayed. The aim is for children to stay on green all day. Once a sanction has been 'spent' then the child starts afresh back on green. They can also work their way back up the chart by changing their behaviours and making good choices throughout the day. This should be made explicit at every point.

<b>Graduated Response. Please note that depending on the situation/severity of rule breaking not all steps may be followed but this should only be in a minority of cases. All incidents of physical violence instantly move to Fourth Response.</b>	
<b>First Response Green</b>	Remind children of the rules (Ready, Respectful, Safe). Name is turned upside down on green 'A wobble'. Point out how they are not following the rules and explicitly state what following the rule looks like: E.g. "I notice that you are talking. You are breaking our school rule of being ready. Please be quiet as that is ready. Thank you." Persistently receiving warnings – class teacher to have an informal conversation with parents.
<b>Second Response Yellow</b>	Name is put on yellow and it is recorded on the class sheet. Explain that you have spoken to the child once about breaking the rules. Remind them of expectations and warn that a third occurrence will mean that they will go to orange and you will speak to them for a few minutes after the lesson. Persistently getting to this stage– class teacher to have an informal chat with parents which <b>must</b> be recorded and shared with the Deputy Head.
<b>Third Response Orange</b>	Time Out 1 – miss some/all of playtime. Recorded on class sheet. Explain they have still chosen not to keep the rules so they must now speak to you at playtime and will miss some or all of their playtime. Explicitly model expectations again and remind them of previous successes.

	<p>Behaviour reflection sheet completed with child and 'we discussed a rule today' letter sent home from class teacher.</p> <p>Warn that if they break the rules again they will be spending some time separated from the class so that they can reflect on their choices and the rest of the class can work without disruption and their parents will be informed.</p> <p>If the child reaches this stage x3 in a week then class teacher will have a conversation with parents (outcome of which <b>must</b> be shared with the Deputy Head).</p>
<b>Fourth Response Red</b>	<p>Time Out 2 – going to work in a separate part of the classroom <u>and</u> missing playtime.</p> <p>Explain that they have continued to choose to break the rules so now they need to think about their choices away from the rest of the class and will miss all of their playtime.</p> <p>Explain the expectations of behaviour and remind of previous successes.</p> <p>Behaviour reflection sheet completed with child and 'we discussed a rule today' letter sent home from class teacher. Conversation with parents either in person or by telephone each time a child is on red. Outcome <b>must</b> be recorded on CPOMS and DHT alerted.</p> <p>Children who are <b>persistently</b> getting to this stage will have a discussion with Mrs Willis and a letter will be sent home inviting parents in for an informal meeting with a member of the Senior Leadership Team and the class teacher to <u>plan strategies for improvement</u>.</p>
<b>Fifth Response</b>	<p>If a child is continually being disruptive and struggling to follow the school rules then parents will be invited to a meeting to discuss support strategies. An Early Help Assessment will be completed with parents at this stage. Referral to outside agencies will be considered. See below for stages in this process.</p>

## Additional Support for Persistent Challenging Behaviour

The vast majority of children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, some children for a variety of reasons, need further support to amend their challenging behaviours over time. Escalation of sanctions without corresponding support is usually ineffective. The school tailors its approach to the individual circumstance of each child in partnership with parents/carers and any appropriate support agencies.

### Stage 1

When incidents occur staff will need to follow the agreed and graduated response to unwanted behaviour above. When a pupil's behaviour is unacceptable and the pupil does not respond to the 5 stage Graduated Response, then staff will take steps to determine the cause of the unwanted behaviours in consultation with parents. STAR analysis or ABC charts will be completed to provide more information about the behaviour and the recording sheets analysed to look for patterns. Any necessary adjustments will be made, taking into account the findings from the analysis. Specific interventions that help the child improve their emotional literacy will be considered including the use of the 5 Point Scale. Staff will work with the child in a focused way to assist them in modifying their behaviour and to change or develop relationships.

Parents will be consulted so that an action plan can be put in place. The action plan will:

- Agree the behaviour that needs to change;

- Specify the behaviour that it is wanted the child to exhibit;
- Establish a monitoring or reward system in a way that ensures that the child can experience some success;
- Agree on a reasonable form of sanction for any non-compliance;
- Review the process through further meetings;
- Determine how progress will be judged and an exit plan.

## **Stage 2**

If the process outlined in stage 1 has been followed for an agreed period of time and there has been no improvement in behaviour then parents will be involved in developing a more comprehensive Behaviour Support Plan outlining in more detail how the child will be helped. At this stage intervention from outside agencies will be considered e.g. Listening Services, MHST, Woodbridge SEN Service, Bolton Behaviour Support Service or Educational Psychology Service.

## **Stage 3**

Following a serious or significant incident then appropriate interventions will be considered. This may necessitate the use of fixed term or permanent exclusion or in extreme circumstances, physical intervention. When an incident is deemed to be serious or significant then a written record will be kept using the CPOMS system. Parents will be notified by phone or in person and will be asked to attend a meeting with a member of the Senior Leadership Team to discuss the matter further and agree a plan going forward.

## **Special Educational Needs**

Pupils who have been defined as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the child and parents. Where necessary a Behaviour Support Plan or a Pupil Passport will be put in place so that everyone is aware of the strategies needed to support the child and the areas that the child finds challenging. Reasonable adjustments will be made to enable the child to access learning alongside their peers. Support will be sought from outside agencies as appropriate.

## **Exclusions**

In exceptional circumstances, where a child's behaviour is not responding to the additional support offered and all appropriate advice has been sought from relevant professionals, then a fixed term exclusion may be enforced. However, a single incident of such severity that the health and safety of children and staff is at risk, may also generate an immediate fixed term exclusion. In exceptional circumstances where multiple fixed term exclusions have been issued or a single

act of behaviour is of the severest nature then a permanent exclusion would be considered by the Head Teacher, seeking advice from the Local Authority Inclusion team. However, where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimise this risk.

The following are regarded by the Department for Education and the Governors as extremely serious misconduct and may result in immediate exclusion.

- Substance or alcohol abuse on school premises.
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Aggressive, racist, sexual or verbal abuse of a pupil or member of staff
- Carrying a weapon
- Dangerous behaviour in class
- Persistent infringement of school rules
- Significant damage to school, staff or pupils in or outside school
- Persistent malicious disruptive behaviour

A very serious problem may result in the normal procedures being abandoned and a child being sent home straight away.

The making of allegations persistently against staff falls within the category of malicious disruptive behaviour.

*Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.*

### **Malicious Allegations**

At St Teresa's allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy. Where allegations have been proven to be malicious the Head Teacher in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.

### **Protecting Children from Physical Harm and the Use of Reasonable Force**

All school staff have a legal right to use reasonable force as part of the positive handling policy, to prevent pupils committing a criminal offence, injuring themselves or others or damaging property; and to maintain good order and discipline amongst pupils. This reasonable force however will only be used in exceptional circumstances. Paramount in considering or taking such action is the safety of other pupils and/or staff. Every member of staff and pupil has a right to feel safe in school.

As part of the positive handling policy, physical intervention will only be used by staff as a last resort to keep the pupil, staff and/or other pupils safe and in the context of being a further positive action guided by care and concern for the pupil:

In the use of physical intervention, St Teresa's follows the guidance set out in the Department of Education 'Use of Reasonable Force – Advice for Head Teachers,

Staff and Governing Bodies.' updated Jan 2025. All Staff have received Team Teach Training in the use of positive handling strategies.

All incidents of positive handling will be recorded on CPOMS and parents will be informed.

If incidents are deemed likely to reoccur or are happening frequently for the same child then a Positive Handling Plan should be created in consultation with parents and an appropriate risk assessment undertaken.

### **Confiscation of inappropriate items**

To comply with the law St Teresa's follows the Department for Education Guidance: Searching, Screening and Confiscation advice for head teachers, school staff and governing bodies July 2022.

The law allows staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in all circumstances. The law protects them from liability for damage to or loss of any confiscated items provided they have acted lawfully.

The most common use is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day. However, in the exceptional circumstances that a child brings prohibited items into school, staff have the power to search for and to confiscate such items. Prohibited items listed in law are as follows:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which have been identified by the school as an item that might be searched for.

### **Bullying (See separate Anti-bullying Policy)**

Anti-bullying messages are reinforced through our overall ethos and throughout the curriculum. Our ethos is to respect each other and to be kind above all else

and this message is widely promoted and reinforced. Any issues of bullying are dealt with in accordance with our Anti-bullying Policy.

### **Lunchtime Arrangements**

Our lunchtime supervisors are a key part of our school team. They work in partnership with the teaching staff and ensure that good behaviour is celebrated and poor behaviour is identified and reported to the class teacher at the end of the session if it has moved beyond a second warning. Key members of support staff and PE coaches are also outside at lunchtime to promote and encourage an active, safe and happy lunchtime.

If physical aggression has taken place then it is reported to a member of the Senior Leadership Team immediately. During the lunchtime staff may ask children to take time out by standing to the side of the playground or walking round with a staff member as appropriate to address any incidents not requiring immediate support from the Senior Leadership Team. A member of the SLT is on duty all dinnertime to support the lunchtime supervisors both in the hall and outside if required.

### **ASD Resourced Provision (Woodlands)**

The ASD Resourced Provision has a separate behaviour management system to the rest of the school. The Behaviour Management System runs alongside PSHE programmes and individual programmes aimed at helping the children to learn how to understand and manage their emotions. This includes: anger management techniques, managing anxiety, social skills, understanding the conventions of conversations and social etiquette, understanding and recognizing their own emotions and the emotions of others, speech, language and communication skills.

A traffic light system is in place. The children start the day on green. There are a series of very clear visual rules to follow. If a child breaks a rule then they are 'wobbled' on green – their name is put upside down. This acts a first warning. If the unwanted behaviour persists then their name is put on yellow. There are very clear visuals which show exactly what they could be put on yellow for. If the unwanted behaviour continues to persist then they are 'wobbled' on yellow before being put onto red. Each step has clear visuals. Being on yellow means that they miss 2 minutes of their reward time. Being on Red means that they miss 5 minutes of their reward time. If poor behaviour continues after red then they can lose all of their reward time. At each stage they can earn the right to be put back up to the next colour if they are now doing the right thing. Parents are spoken to as necessary to inform them of their child's behaviour. If behaviour is persistently challenging then a Behaviour Support Plan will be put in place. Staff

are constantly reviewing practice and making adjustments in order to help the children to maintain good behaviour.