ST. TERESA’S CATHOLIC PRIMARY SCHOOL, LEXDEN, COLCHESTER

Positive Behaviour Policy

MISSION STATEMENT

We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
“Let us do little things well today”.
   St Teresa

SAFEGUARDING

St Teresa’s Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to the school to share this commitment. We are mindful that changes in a child’s behaviour may be a result of their life experiences; the school will consider any emerging behaviour patterns in the context of our Child Protection Policy.

AIMS

1. We aim to help our children to live their lives based on Gospel values and teaching by:

   Developing a sense of right and wrong so that they make good choices in their lives.
   Fostering positive, caring attitudes to one another and the environment.
   Building warm and supportive friendships.
   Encouraging a calm, purposeful atmosphere within the school.
   Creating a consistent approach to behaviour throughout the school with parental involvement and co-operation.
   Raising awareness of appropriate behaviour.
   Encouraging independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.

2. We aim to help each of our children to achieve their full potential by:

   Creating an orderly and stimulating environment for effective learning and teaching to take place.
   Encouraging them to work well both as individuals and as members of a team.
   Providing support and challenge for all children regardless of their abilities.
   Providing parents with clear information on their child’s progress, behaviour, attitude to work and attainment.

3. We aim to help our children to be useful members of society by:

   Valuing and respecting all members of our school community by encouraging a feeling of self-worth and developing his/her confidence.
Encouraging everyone to listen with care to the views and opinions of one another and respond in a polite, thoughtful manner to one another. 
Encouraging children to realise that they have to think not only of themselves but also of others who make up our wider world community. 
Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

4. **We aim to think about others needs**

Before we speak we will - THINK

- T - is it truthful?
- H - is it helpful?
- I - is it inspiring?
- N- is it necessary?
- K - is it kind?

**EXPECTATIONS AND SHARE RESPONSIBILITY**

We operate a positive behaviour management system and work hard to ensure that the children understand what kind of behaviour is acceptable in school and what the consequences of different type of behaviour might be.

We aim to teach the children at St. Teresa's School how to behave well and to be considerate and self-disciplined individuals. Our high expectations of behaviour apply whether the children are in school, on an educational visit or visiting places, with or on behalf of the school. Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for our school. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. Each class teacher is responsible for not only the children within their class but for dealing with any incidents of inappropriate behaviour that they witness. They should use the guidance within this policy or to refer the matter to the child’s class teacher. For incidents which have been addressed by members of staff who are not the child’s teacher, a note explaining the incident and actions taken should be given to the class teacher for their records by the end of the school day. We also have a role to play in supporting behaviour outside of school, incidents that are brought to our attention will be dealt with by a senior member of staff. Parent will be contacted and advised of any consequences that we feel are required.

All supply teachers are expected to fully adhere to this policy.
Children are more likely to behave well in school when they know that their parents are involved and supportive of the school. We want the school and parents to work together to ensure consistent expectations.

**OUR CODE OF BEHAVIOUR**

Our Code of Behaviour applies to everyone in the school community to ensure that St. Teresa’s is a happy school where everyone can work and play in an atmosphere of purposeful learning and personal safety and
where all pupils and adults are challenged and encouraged to reach their full potential in an environment that is cared for and respected by everyone.

All classrooms must display **Classroom Rules** which are decided and agreed by the children in class. All classrooms are to display a copy of **Playground Rules**. All children must be reminded about the Playground Rules.

**To have a happy playtime we should all**

- Play in a responsible way
- Ask permission to go inside
- Stay in view of staff at all times
- Stay on junior playground once we’ve entered it
- First whistle: stand still, do not speak
- KS2: second whistle, walk to line quietly
- KS1: wait to be asked to line up

**General School Rules**

We take care of our school.
We will be considerate and thoughtful at all times, treating each other with respect.
We will always try our best.
We will always do what we are asked by adults in the school.
We will not run inside the school but walk.

**The success of our Code of Behaviour depends on the support and co-operation of parents. Therefore it is the parents’ responsibility to:**

- Encourage their child to show kindness and consideration for others
- See that their child attends to school regularly and on time and contact the school on the first day of any absence
- Send their child to school in the correct uniform with the equipment needed for the day’s lessons
- Support the school’s positive behaviour policy
- Get to know about their child’s life at St Teresa’s School
- Advise the school of any issues that may affect their child’s work or behaviour
- Attend Open Evenings to discuss their child’s progress
- Actively support their child’s learning by attending “Getting To Know the Teacher” sessions
- Support the school’s homework policy
- Provide somewhere quiet for their child to complete homework, help when necessary and check that it is done
- Take their child to the library to research topics or use the internet
- Encourage their child to be an active learner
Strategies for promoting positive behaviour

Praise, can be very powerful in a positive way but staff will always be sensitive to those children who find direct praise hard to handle. Below are some examples of praise given at St Teresa’s Catholic Primary School:

- Verbal or non verbal praise.
- Awarding of stickers, teampoints and merits.
- Commenting positively on work or behaviour
- Special responsibilities within the school
- In recognition of a particular task or behaviour, children may share their success/ achievement with others e.g. a chosen adult, Headteacher, or subject leader.
- Praise is also given at whole school assemblies where pupils are thanked for the contributions they have made during the past week. Children receive a merit certificate and their name appears in the newsletter to celebrate their success.

Positive before negative
Within the classroom we aim for children to hear positive comments before negative. The lesson that we hope children will learn is that good behaviour attracts attention.

Being consistent
Children need the world to be as reliable as possible. We understand that children’s behaviour may vary due to various circumstances. Whilst being mindful of this, it is essential that staff act consistently and reliably as in turn this will reduce anxiety for the child and make them feel safer. By acting in this way we hope that this will make it less likely for unacceptable behaviour to escalate.

Model desired behaviour
It is important for all adults within the school to model the kind of behaviour that they expect from the children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably.

Listen to children
Staff will always listen to children and make them feel significant, we recognise the importance of making children feel aware that we understand their feelings and are willing to help them seek a solution to the situation they have found themselves in.

SANCTIONS

At St Teresa’s Catholic Primary School, we believe that we make every effort to recognise and promote good behaviour within the school. However, on occasions when this is not the case, it is our belief that sanctions, consistently and fairly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times that it is the behaviour we are targeting and not the child. As with incentives for positive praise, there will be different sanction levels for different times during the school day.
Sanctions for inappropriate behaviour during class time.

**Low Level**
This day to day behaviour will be handled by the class teacher and TAs. Examples would be: calling out, swinging on chair, fidgeting, talking when the teacher is talking.

**Consequences** - reminder about expectation, praising children who are acting in the appropriate way, and stating that if behaviour continues the child will be kept in to discuss the behaviour during the first 5 minutes of break time in the hope that by sharing on a one-to-one with a member of staff, the child will return after break with a more positive attitude.

**Medium Level** - This behaviour would lead to the involvement of a senior member of staff. Examples: persistent disruption, rudeness, lack of respect for others or property, disturbing the learning of others, use of unacceptable language.

**Consequence** - Discuss the issues with an appropriate senior member of staff in the hope that a clearer understanding will emerge as to why the behaviour occurred. The outcome of this discussion would determine the sanction e.g. missing break-time / golden time, parents informed, written apology.

**High Level**
This is serious behaviour and would be dealt with by the headteacher and could put the child at risk of exclusion. Examples: Continually behaving in any of the above ways, and or being violent to another child or staff member, showing aggressive behaviour to other, using unacceptable language including racist comments, behaving in a way that is considered to be bullying.

**Consequence** - Parents informed and invited to meet with the headteacher, further sanctions to be applied depending on the individual circumstances.

Where necessary, referral to support agencies will be made with parental permission.

**Sanction for inappropriate behaviour at lunch time and break time.**
Staff on duty will deal with incidents with the except of high level which will be passed to the headteacher or in her absence a senior member of staff.

**Low level playground behaviour** - Examples would be; not sharing, taking turns, playing by the rules.

**Consequence** - called to speak to staff on duty, discussion of what occurred and a reminder about expected behaviour.

**Medium level playground behaviour** –Examples would be; not following instructions, running in and out of the building, throwing play equipment.

**Consequence** - called to speak to staff on duty, discussion of what occurred followed by a 5 minute time out before returning to the playground with a reminder of expectation.
**High level playground behaviour** - Examples would be; fighting, deliberate breaking of equipment, use of bad language, not following staff requests.

**Consequence** - Referred to the headteacher to discuss with the child, parents invited to discuss behaviour with the headteacher and appropriate consequence given.

**Temporary Suspension/Exclusion**

This is used in cases of extreme behaviour for the protection of the child or other children in the school. It is governed by a strict code of conduct agreed with the LA and Diocese and invoked by the Headteacher. Exclusion may be for a fixed period e.g 3 days or in certain circumstances it may be for just the lunchtime period. Details of the exclusion procedure are kept in the School Office.

**Confiscation of child’s property**

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts child’s attention from learning, promotes inappropriate behaviour or is perceived by a class teacher as being dangerous, will be confiscated.

*(see DFE guidance - Behaviour and Discipline in Schools - a Guide for teachers and school staff for further details)*

**RESTRICTIVE PHYSICAL INTERVENTION**

We believe that all children and visitors need to be safe and to know that the staff around them are able to manage them safely and confidently. Only for a very small minority of children will the use of physical intervention be needed and on such occasions acceptable forms of intervention are used. In all situations where physical contact between a child and staff take place, staff must consider the following:

- The child’s age and level of understanding
- The child’s individual characteristics, health and history
- Where the contact takes places *(It should not take place in private without others present)*

**Justification for use**

- To prevent a child injuring them self or others
- To prevent or stop a child from causing serious damage to property
- To stop the child from engaging in any behaviour that is prejudicial to maintaining good order.

It should be remembered that restrictive physical intervention is an act of care and control and not punishment. It is never used to force compliance with staff instructions. Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. The staff member will continue to attempt to communicate with the pupil throughout the incident and as soon as it is safe, the restrictive physical intervention will be relaxed to enable the child to regain control.
**Children with SEND**

We expect all children at St. Teresa's School to abide by our rules and expectation of behaviour. As far as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. Children with behavioural difficulties who have an individual plan will:

- Have regular meetings with their teacher and parents / carers
- Have specific targets for improved behaviour
- Meet regularly with the SENCo to discuss progress
- All staff to be aware of the plan and be supportive of the needs of the child.

**MONITORING AND EVALUATION**

All staff have a responsibility for monitoring behaviour at St. Teresa's School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluation behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. The log may also assist when sharing incidents with parents as it provides factual information and is not anecdotal.

**Identifying and recording difficulties**

Lunch time consequences will be kept in a lunch time behaviour book in order to keep a log of behaviour patterns. Children who work hard to improve behaviour will be given praise and their effort will be acknowledged and shared with parents.

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