



St Teresa's Catholic Primary School
"With Jesus we live, love and learn"

Behaviour Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 19th January 2022



St Teresa's Catholic Primary School

"With Jesus we live, love and learn"

Policy for the promotion of positive behaviour at St Teresa's Catholic Primary School

Aims

1. To create an ethos where children feel safe and secure, and are able to learn and achieve
2. To recognise and reward good behaviour and to promote self discipline
3. To develop a clear code of conduct with fair rewards and sanctions, linked and clearly defined

Objectives

- All members of the school community will have ownership of the process.
- The code of conduct is agreed by all members of the school community, and adhered to by all.
- All staff are trained in positive behavioural techniques and no child will be humiliated.
- Parents will be informed of the behaviour policy, and be involved in both the reward and sanction process.
- Rewards and sanctions will be linked to create a process that develops self-control and develops personal esteem.
- The home school agreement will support positive behaviour
- Provision is made for children who find the playground a challenging environment.
- There are clear links to special needs policy to ensure that provision is made for children who have behaviour as a special need.
- Provision is made for children who cannot function within the main behaviour policy guidelines.

Operation

- A code of conduct developed by the whole school community will underpin the behaviour policy.
- The home school agreement will support a positive behaviour policy, involving parents as appropriate.
- The positive rewards will be based on "Merit marks" which will earn cumulative rewards culminating in bronze, silver and gold ambassador status.
- Various Sports Leaders, Curriculum leaders and Prefect responsibilities will also be appointed by merit to support positive play.
- The School Council will, from time to time, review behaviour rules and sanctions

- In class sanctions will be based on “traffic lights”, with routes back for good behaviour after the sanction route has been entered.
- There will be CPD to ensure continuity in rewards and sanction.
- There will be checks by the Senior Leadership Team (SLT) to ensure that no child reaches red for inappropriate reasons.
- There will be training for Midday Assistants
- There will be One plans for children who cannot function within the mainstream strategy

Resources

The Senior Leadership Team (SLT) will ensure that the policy is enacted. This will require school day time to monitor use of traffic lights and support the rewards and sanction system.

Monitoring and evaluation

SLT will monitor the everyday application of the policy and the lead governor will monitor on a regular basis.

Equal opportunities

- All reporting will be in strict terms of the policy and appendices.
- All behaviour policy will be free from cultural or gender bias.

Health and Safety

- A guiding principle will be that no child must ever be a danger to other members of the school community.
- Aggressive or violent behaviours which put any child or adult at risk within the school community **will not be accepted**.

Other related documents

- Working appendices:
 1. The code of conduct
 2. The behavioural rewards and sanctions
 3. In class sanctions and Red Cards

Appendix 1

The St Teresa's Catholic Primary School Code of Conduct

We expect all children to abide by our Core Values at all times LOVE, RESPECT, ACCEPT & REFLECT.

1. We respect each other in line with our mission statement "With Jesus, we Live, Learn and Love".
2. We are courteous and polite to all children and all adults.
3. We are good friends who help people and are kind to others.
4. We move around the school quietly, sensibly and safely.
5. We respect the school rules and behave sensibly.
6. We are always in school promptly at the start of the day.
7. We come to school every day wearing uniform.
8. We are keen to learn. We listen to our teachers and we never give up.

Appendix 2

The behavioural rewards and sanctions

The policy is set on the following principles:

- That behaviour and rewards should be linked

Guidelines

1. Merit Marks
2. Traffic Lights
3. Head teacher Gold Awards

Merit Marks

| Number of marks | Level | Reward |
|-----------------|---------------------------|---|
| 20 | Working towards Bronze | • Certificate and "Healthy snack" voucher |
| 40 | | • St Teresa's pen or book mark |
| 60 | Bronze achieved | • Photo on role of honour Ambassador status and bronze badge awarded • (1 st Bronze, 2 nd Silver, 3 rd Gold, 4 th Diamond) |

Once a bronze badge has been awarded the system will reset and pupils can work toward silver, gold and diamond badges

- Learning behaviours are promoted and rewarded through assemblies, awards and displays. Teachers refer to the characters related to the attribute:

Mr P – Perseverance

Mr I – Independence

Mr C – Confidence

Mr M – Motivation

Mr R – Resilience

Mr Pro - Proactive



Traffic Lights

- Each class has a chart in the classroom with three large areas: green, amber and red.
- All children begin on green. If they behave in a manner that contravenes the agreed behaviour to stay on green, a warning is issued. If a second incident happens, the child is moved to amber. Consequently, good behaviour of five consecutive days earns a merit.
- If a child is on amber they will miss 5 minutes of Break Time.
- If a more serious incident happens whilst on amber, or persistent occurrences of the minor incident, a warning for red may be issued and they will miss 10 minutes of Break Time.
- If red looks likely a member of SLT can be informed for consultation. Likewise, a class teacher is empowered to make this decision alone.
- In consultation, a decision will be made as one of the following:
 - Remain on amber
 - Move to red
- If red is the decision (decisions will be made on a case by case basis sometimes in consultation with head teacher) a plan will be put into place to directly deal with the inappropriate behaviour/s.
- Parents will be contacted to ensure they are fully aware and informed if a child reaches red.
- However, good behaviour will gain a move back. This is the all-important linkage between reward and sanction.
- Every day is a fresh start on green.

Head teacher Gold Awards

In addition to merit marks the Head teacher will issue Gold Award stickers for exceptional work or attitude.

EXCEPTIONAL CIRCUMSTANCES

Where a child displays behaviour which puts the health and safety of any member of the school community (children or adults) at risk, then this will supersede the normal traffic light system and will be dealt with at the discretion of the headteacher.

This could include:

Discussion with parents, time out, loss of break/lunchtimes/ advice from Local Authority or other Professional Bodies, Exclusion to another classroom, Break or Lunchtime Exclusions (in school). In more serious cases a **fixed term exclusion will be given**. This means your child will not attend school for the set number of days given. They will be provided with work during this time.

Behaviours which could result in exclusion are as follows:

- **Biting**
- **Kicking**
- **Scratching**
- **Punching**
- **Damaging school property**
- **Bullying**
- **Racism or other discriminatory behaviour or language.**
- **Bringing inappropriate objects to schools**
- **Throwing objects in such a way as to put somebody else at risk**
- **Swearing**
- **Attitude and disrespect to staff will not be tolerated**

This list is non-exhaustive.

Consistent Management Plans

- These are issued for the following reasons
 - Persistent moves to red or amber for the same things
 - High incidence of low level irritating behaviour
 - Behaviour of particular concern
- They are written by the class teacher and Pupil Support Manager and if necessary, Deputy Head teacher or Head teacher.
- Rewards and sanctions particular to the child's needs are detailed.
- This is shared with parents.

Appendix 3

In class sanctions

- It is important that teachers have minor sanctions available for use in class to augment the traffic lights. These can include:
 - Moving a child to minimise disruption to others.
 - Short "Time Out" within class, or just outside of the class room.
 - Discussion with child at end of session to outline problems.

- If issue is work related, teachers may keep children in to redo or finish work. It is the responsibility of the teacher to supervise.
- If basic sanctions or traffic lights do not work, the headteacher will be informed.

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Name of Child _____

I confirm that I have read and understood the St Teresa's Catholic Primary School Behaviour Policy, and that I undertake to support the systems detailed therein.

Signature _____

Relationship to child _____ **Date** _____

Please return to the class teacher by