



**ST. THERESA'S CATHOLIC PRIMARY SCHOOL**

# Behaviour Policy

## **Our Mission Statement**

At St. Theresa's School  
We learn together  
We play together  
We pray together  
We grow together in the love of God.

Date of policy review: August 2019  
Next review: July 2020

**Policy written by: Linda O'Melia**  
**Policy reviewed & passed by: Wellbeing Committee**  
**Key person responsible: Linda O'Melia**



## **1. Aims and Objectives of the Behaviour Policy**

To provide a secure and orderly atmosphere where effective teaching and learning can take place in an environment of mutual respect which strives to foster Gospel values.

### ***1.1 Objectives***

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are shared and understood by all staff, pupils, governors and parents/carers.
- To ensure our school is a safe, caring and supportive environment where pupils can learn and teachers can teach.
- To encourage the involvement of both home and school in the implementation of this policy.

### ***1.2 Purpose***

- We want our pupils to be positive individuals who are clear about what is expected of them.  
We want them to value and support each other and all adults as individuals in a school community which strives to live by and foster Gospel values.
- We would like our pupils to promote positive behaviour such as honesty and courtesy through their actions.
- We want our pupils to develop relationships based on kindness, respect and understanding of the needs of others.
- We want pupils to treat everyone fairly regardless of age, gender, race or ability.
- We want our pupils to show appreciation of the efforts of all and the contribution of all.
- We want our pupils to take responsibility for their own actions and be aware of the choices and consequences that are available to them.

## **2. Standards of Behaviour**

The pupils at St. Theresa's bring to school a wide variety of behaviour based on difference in home values, parenting and attitudes. The school has a central role in the pupils social, emotional and moral development just as it does in their academic development.

At school we work towards standards of behaviour based on the basic principle of honesty, respect, consideration and responsibility.

## **3. The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the potential for negative behaviour and incorrect choices. Through our Learning Culture we place emphasis on Behaviour for Learning and ensure that pupils take responsibility for their own behaviour and are aware that positive behaviours lead to better learning opportunities for all pupils.



#### **4. Classroom Management**

Classroom management, behaviour strategies and teaching methods have an important influence on pupils' behaviour. The class teacher and the classroom environment give clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, learning, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour and good effort as well as good work. Constructive criticism should be a private matter between teacher and pupil.

#### **5. Organisation and Facilities**

- Pupils enter the playground at 8:30am where they are supervised by the Headteacher, Deputy Head or members of the senior leadership team (SLT). At 8:40 the pupils walk to their classrooms for a soft entry start to the day. The register is called at 8:50am. When the weather is poor pupils will go straight into the hall. Here they sit down in their year groups and are monitored by the prefects and a member of SLT until it is time to go into class.
- At break time pupils, **led by their class teacher or TA**, leave the school building to go onto the playground in a quiet, orderly fashion.
- At the end of breaks, following the school bell, pupils stand quietly until they are asked to line up by one of the staff members on duty. **They then return to class led by their class teacher or TA**
- Year 6 prefects support pupils lining up quietly.
- Meal time Supervisors remain with the classes at lunchtime until they are picked up by the class teachers.
- During wet breaks KS2 pupils remain in their classrooms and are supervised by staff member on duty and Year 6 prefects for each class.
- During wet breaks KS1 pupils gather in the hall/classroom, supervised by an identified member of staff on duty.
- At 3:30pm Reception pupils are picked up from the gate at the end of their outside classrooms area by their parents.
- Year 1 pupils are picked up from the gate at the end of their outside area near the Reception classroom.
- Year 2 pupils are picked up from the gate nearest to their classroom.



- KS2 pupils are brought to the playground where they must line up quietly and sensibly and a hand over to the parent is made.
- Year 6 pupils are picked up from the mobile outer door.
- Pupils going to after school clubs are sent to the hall.

## 6. Rules and Procedures

### 6.1 *Rules and Procedures should:*

- Be positively stated.
- Be consistently applied and enforced by all members of the school community.
- Promote the idea that every member of the school community has a responsibility to follow the rules, for the good of the whole.

### 6.2 *School Expectations*

- Wear correct uniform at all times.
- Jewellery, apart from a watch, is not allowed.
- Nail polish and make-up are not allowed.
- If a pupil has pierced ears, for safety reasons they should only wear studs.
- Bring only fruit or raw vegetables to eat at morning break.
- No pupil should enter the school premises before 8.30am unless attending Breakfast club or Chess Club.
- Enter and leave assembly quietly.
- Only stay in class at breaktimes if pupil(s) are supervised.
- The grass area is out of bounds during wet periods.
- Mobile phones are not allowed in school. Older children can only carry a mobile to and from school following permission from the Headteacher. These must be handed in to the school office first thing in the morning, you may collect them again at the end of the day.

## 7. Code of Behaviour

Our Code of Behaviour was devised by our pupils led by School Council.

- Be a good friend – treat others as you wish to be treated.
- Always think before you speak and act.
- Behave sensibly to keep yourself and others safe.
- Respect all adults – always follow instructions
- Be polite and don't answer back

Each class, at the beginning of the academic year will develop their own set of 'class rules' with an emphasis on Behaviour for Learning. These will be reviewed throughout the year.

School Council also led the pupils in devising a Playground Behaviour Code. This is displayed throughout the school and in outside areas.

- Be safe – always stay in an adults' sight
- Respect school property – Look after our equipment and use it correctly.
- Look after one another and play sensibly together



- Think about your voice – speak nicely to others
- Use positive ways to solve disagreements
- Be polite and respectful to all grown ups
- Line up quietly when the bell rings and show that you are ready to learn.

## **8. Pupil Support System**

Pupils are supported in their behaviour depending on the individual pupil.

- Behaviour charts are used to encourage positive behaviour and pupils are rewarded with a sticker for each session or day and are given a reward at the end of the week e.g. to visit the Headteacher's office for further praise and recognition.
- Arrangements are made for pupils who we know will find certain situations difficult. For example, they are informed ahead of the event and are given time to ask any questions they may have.
- We have a Friendship Stop for pupils who find it difficult to initiate an interaction or join a game.
- Peer monitoring is encouraged where pupils are asked to correct another pupil themselves if they see them doing something that is inappropriate.
- A 'Cool Communicators' social group is also used to support pupils with specific needs with their behaviour towards others in a small focussed group setting and there is also an opportunity to attend 'Film Club' for those who can find playtimes challenging.
- The prefects, Year 6 Buddies, Playground Leaders, School Council, Sports Council, Eco-Council members, Mini Vinnies and House Captains are trained to support the behaviour in the playground and the classroom and are encouraged to lead by example.

## **9. Rewards**

Our emphasis is on a reward system to reinforce good behaviour. The commonest reward is praise – informal, formal, public and private.

The following strategies are used to recognise and promote good behaviour.

- House Points – given by all staff for good effort, good behaviour or achievement.
- A star is placed on the winning House's column on the House point board at the end of a week at Friday's Achievement Assembly.
- Achievement Assembly – certificates are presented to individual pupils in recognition of good behaviour and good effort in their work. Pupils presented with certificates have their names and achievements listed in the weekly newsletter.
- Dojo's, merit stickers, behaviour charts, smiley faces.
- Golden Tickets – Golden tickets can be given to any pupil who is demonstrating positive behaviour. These can apply to learning behaviours and playground behaviour and can be issued by any member of staff. Each week two tickets are picked at random from the Golden Ticket box and those pupils receive a golden sticker. Their names are recorded on the weekly newsletter. We also have the Headteachers Award that goes onto the newsletter.
- Pupils are sent to members of the SLT for praise and a sticker by the class teacher if the pupil has achieved or behaved well.
- Teachers communicate informally with parents or let them know in writing if a pupil has behaved well or has achieved above and beyond.



## 10. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically, there is a need at times for sanctions. Behaviour that would be considered inappropriate would be:

- Deliberate actions which would stop a pupil(s)/class from learning.
- Actions which would deliberately put a pupil(s)/class/adults at risk – (safety)
- Actions that would upset or harm another pupil emotionally or physically.
- Actions that would be in breach of the 9 areas of the Equality Act.
- Action where a pupil has deliberately ignored an adult's instruction.

At the first breach of the school rules, the adult would issue the pupil with a '**Reminder**' and explain which rule they have broken and a reminder of the behaviour we expect in class (their name would be written on the board)

At the second transgression, the adult would issue the pupil with a '**Warning**' and a tick would be placed against the pupil's name as a visual reminder.

If the pupil fails to act on these two chances, they will first receive a **5min 'Time Out'** in their classroom or during their playtime where they are given a chance to reflect on their behaviour.

If their behaviour continues to escalate, they will then receive a **10min 'Time Out'** in another classroom and a letter home will be issued informing parents that their child missed learning time due to their behaviour.

The SLT will monitor letters sent home on a half termly basis and will invite parents in to discuss behaviour further when deemed appropriate.

This is to ensure all inappropriate behaviour including low level, disruptive behaviour is recorded, monitored and addressed so that it is eradicated.

Where sanctions are applied the following points are considered:

- It must be made clear to the pupil why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.

Violent behaviour or the use of offensive language will result in an immediate visit to a member of SLT and a letter home informing the parents of the incident.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions may not be effective. Additional help and guidance may be sought after discussion with the Headteacher and parents/carers.

In extreme cases the following disciplinary steps may be taken.

- Exclusion from school during lunchtimes.
- Minor term exclusion.
- Major fixed term exclusion.
- Permanent term exclusion.



**11. Communication and Parental/Carer Partnership**

- We give high priority to a positive working relationship with parents/carers. We encourage parental/carers partnership in many aspects of school life. This is crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil are aware of those concerns, and of the steps being taken in response.
- Early warning of concerns should be communicated to the Headteacher.
- The school will communicate our policy and expectations to parents/carers.
- Where behaviour is causing concern, parents/carers will be informed at an early stage and given the opportunity to discuss the situation.
- Parental/carers support will be sought in devising a plan of action within this policy, support and advice can be obtained if necessary through a referral to the Educational Psychologist, the High Incident Support Team in Barnet or Children and Adolescent Mental Health Service.

**12. This policy links to:**

- Equal Opportunities Policy
- SEN & Disability Policy
- Teaching, Learning & Assessment Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Safeguarding Policy

This version supersedes the Policy dated July 2019

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Wellbeing Committee / Governing Body:</b>		<b>Date:</b>	