

St. Teresa's Catholic Primary School



Behaviour Policy

September 2024

Head Teacher: Mr. V Turner

Introduction

This policy is fully compliant with the following legislation:

- Education and Inspection Act 2006, sections 88 & 89.

It has links with the school's bullying policies, Safeguarding policy, Equality policy, and the Health and Safety policy.

Principles and values

At the heart of our behaviour policy is the belief that all children at St. Teresa's are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

'Shine in little ways'

We inspire everybody in St. Teresa's to shine in their own way, in a safe, welcoming and nurturing environment. We learn, work and serve together in unity with the school, church, families and community, to grow in God's way and be a witness to our faith.

Behaviour Policy Principles

St. Teresa's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'

The Head Teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/marbles
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

St. Teresa's principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Lovely lines 3. Wonderful walking	1. Recognition boards 2. Team beads/marbles 3. Certificates 4. Home contact 5. Postcards home 6. HT/SMT praise 7. Class reward

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful walking around school	Consistent Language TIME IN not TIME OUT
---	---------------------------------	---

Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe) You

now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to (noticed behaviour) This

is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name),

Do you remember when (Model of previous good behaviour)? That is the behaviour

I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready.

You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to (noticed behaviour)

You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom

4. Go to HT's office

Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench

3. Go to HT's office

I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to another adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?

3. What have you felt since?

4. How did this make people feel?

5. Who has been affected? What should we do to put things right? How can we do things differently?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At St. Teresa's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

BEHAVIOUR PATHWAY



Reminder Warning
Time-In/Calming Time
Follow up/Reparative Conversation
Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:
Sent to SMT/DHT/HT Parents Phoned
Parents Called To School Seclusion
Exclusion



Dealing with unacceptable behaviour

It is essential that there is fairness and consistency when both praising/rewarding good behaviours and punishing unacceptable behaviours. The following guidelines are designed to ensure that staff have the same understanding of the requirements of this policy.

When managing pupil behaviour, all staff are expected to:

- Maintain an ethos of positive encouragement and support
- Ensure fairness and consistency in the way children are dealt with
- Provide for the individual differences of children and be inclusive of all children
- Avoid labelling of children
- Promote good home-school links, informing parents/carers at an early stage of problems at school, not just for extreme incidents.
- Support parents/carers in coping with behaviour difficulties in school
- Be able to tackle any issues relating to bullying promptly and be supportive of victims in accordance with the school's Anti-Bullying Policy (Appendix A).
- Respond to inappropriate behaviour – it is everyone's responsibility to follow the Behaviour policy and to deal appropriately and consistently with unacceptable behaviour.
- Refer repeated misbehaviour to the Deputy Head Teacher or the Head Teacher

USE OF BEHAVIOUR MODIFICATION PROGRAMMES

Where a child is clearly not responding to the sanctions then the parent/carer will be contacted and a behaviour modification programme will be agreed.

A variety of strategies are used to support children in modifying their behaviour. The school operates these at three different levels and the emphasis is to encourage the child to take responsibility for their behaviour with support from the adults in school. All appropriate behaviour is rewarded and regular contact is made with home. At the simplest level, this may be a tick/sticker chart, which focuses on modifying one aspect of behaviour and rewards the child for success.

Following discussion with parents/carers, the SENCo will seek advice and support from outside agencies if it is thought that misbehaviour may be as a result of a Special Educational Need. The outcome of such a referral would be incorporated into an individual behaviour modification programme, which would be reviewed termly.

EMOTIONAL SUPPORT FOR PUPILS

We promote emotional health and well-being in many different ways at St. Teresa's, including provision in our Thrive room, solution focussed anti-bullying work, PSHE with individuals, group work, Circle time and Circle of Friends. We also organise peer support through buddies, play leaders, wellbeing ambassadors and signpost parents/carers to family support. We have stringent anti-bullying and anti-discrimination procedures so that all pupils can feel safe from all types of harassment.

Pupil Support TAs are available to work with individuals and groups of children who need specific support to improve their behaviour or attendance. They also support children through providing a safe, quiet place for them to talk about any issues that they may be worried about.

RACIAL OR HOMOPHOBIC INCIDENTS

Racial or Homophobic incidents, including name calling, must be reported to the Deputy Head Teacher, who will log the incident and report it following Local Authority recommended procedures. All staff have received anti-discrimination training to develop vigilance, confidence and competency to challenge views and encourage debate.

POSITIVE HANDLING

In very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- committing any offence
- causing personal injury to themselves or others, or damaging the property of themselves or others
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In line with government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation posed an unacceptable risk to anyone involved. Parents/carers will be notified if a serious incident has resulted in the use of reasonable force. This would be recorded on CPOMs under the heading 'Serious Incident.'

THE POWER TO SEARCH AND CONFISCATE

In line with government guidance, staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as 'any article that has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).' School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

THE USE OF EXCLUSION

Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance. If an internal exclusion is given, the child will be given work by their teacher and will work away from the other children supervised by another member of staff.

Exclusion from the school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from the school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude. In the event of a permanent exclusion, advice would be sought from the school governors and the Local Authority before proceeding and Department of Education and Local Authority guidance will be followed.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body throughout the school year; it will be reviewed annually.

Appendix A – Anti-bullying Policy (adult version)

Introduction

“We inspire everybody in St. Teresa's to shine in their own way, in a safe, welcoming and nurturing environment.

We learn, work and serve together in unity with the school, church, families and community.

To grow in God's way and be a witness to our faith.” (Our Mission Statement)

At St Teresa's, our ethos ensures that we promote a caring, loving and safe environment for all. We want our pupils to feel secure, valued and respected. Incidents of bullying are not tolerated, and any known incidents of bullying will be responded to quickly and efficiently. We aim to work together with pupils, parents and carers to resolve and prevent incidents of bullying.

Within school, we provide all children with the knowledge and understanding to enable them to recognise bullying and respond in a positive and appropriate manner. In addition, we ensure that all parents and carers are kept up to date with anti-bullying information.

We recognise and respond to the following legislation in this policy: Equal Opportunities Rights, Education Act 2002, Human Rights 1998, Health and Safety at Work Act 1974, The Local Government Act 2000, Disability and Discrimination Act 2003, Anti-Social Behaviour Act 2003, Equality Act 2010. We also refer to guidance from Working together to Safeguard Children 2015.

Reference to other policies

This anti-bullying policy has been written with reference to our other school policies. These policies include: Safeguarding, Behaviour, Equality Objectives, Healthy Schools, Health and Safety, School Development plan and our Mission Statement.

What is Bullying?

At St Teresa's we feel that it is important to teach children the definitions of bullying. In this way, they can identify when bullying is occurring and respond appropriately. It is also important for children to recognise that although an accident or isolated incident may be hurtful it is not a form of bullying.

Bullying is:

- **a sustained or repeated action taken by one or more children, with deliberate intent to harm.**

This behaviour results in having a negative effect on the emotional or physical well-being of the child. Types of bullying include but are not limited to: verbal, emotional, physical, cyberbullying or discrimination. This definition was produced in consultation with staff, school council representatives and the whole student community.

Children and parents of St Teresa's can be assured that we do not tolerate bullying of any form. As our Catholic ethos underpins all decisions in our school, we believe that each individual deserves respect as we are all unique, created in God's image and called to work for the common good. Therefore we do not tolerate discrimination of any of the nine protected characteristics: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation as stated by the Equality Act 2010.

Bullying is not:

- **one off, rude or mean behaviour.**

Whilst this is sometimes hurtful to an individual, it is not bullying if it is not repeated over time **and** deliberately intended to harm.

Raising Awareness

At St Teresa's, we have ongoing strategies to raise the profile of anti-bullying within our school community:

- Our anti-bullying policy is available to read on our school website and a hard copy can be given to parents/carers on request
- The school have links to services and organisations that may be given to parents/carers in response to specific needs such as Clennell Education Solutions, NSPCC and Kidscape.
- Our school assemblies highlight the importance of love, respect and care for one another
- The school council 'Anti-Bullying' team have developed and shared their own pupil friendly policy which has been shared with the whole school community
- Pupil Perception Surveys and Parental Questionnaires collect the views of pupils and parents within our school community
- Staff meetings focus on anti-bullying and mental health
- As a school, we support 'Anti-Bullying Week'
- We promote diversity and respect within daily school life, in lessons and clearly on our displays
- We promote a strong pupil voice through our School Council, in our class assemblies and in our weekly newsletters
- If there are incidents of bullying, we offer nurturing sessions to support both victims and those accused of bullying

A Positive Approach

Pupils are educated and informed to support understanding of the definition of bullying and how we at St Teresa's implement our Anti-bullying policy.

They are aware of how to keep themselves safe and also know strategies to help friends or peers in need of support through positive promotion of 'bystander awareness.'

Children are taught the value of friendship and how to treat others with mutual respect. They will recognise their own fears, insecurities and worries, and value themselves and others as individuals. Self-esteem and behaviour lessons will be taught in conjunction with behaviour and safety issues and not be viewed as separate topics.

Children work on the school rules at the start of each academic year which place the importance of eliminating bullying through affirming positive behaviour.

Consistency by all staff on agreed strategies must be implemented without exception to ensure the policy aims are met.

Responding to Incidents of Bullying

Responsibilities of Staff:

Our staff will:

- Foster in our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- All staff on duty will respond to reported incidents by speaking to all parties concerned
- Report suspected cases of bullying to the class teacher in the first instance and in the weekly incident log which is shared with all staff

- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
- Record all incidents of suspected bullying

Responsibilities of Pupils:

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets
- Use the class 'worry boxes' if they feel they cannot speak directly to a member of staff
- Speak to a member of staff prior to home time on the day that the incident has occurred in order for it to be logged and reviewed

Responsibilities of Parents/Carers:

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying to their class teacher in the first instance or another trusted adult in school
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, try to ascertain the truth and resolve the situation
- Respect confidentiality of all parties involved, including pupils, parents and staff in line with St Teresa's Home School Agreement

Recording Incidents of Bullying

All staff must respond to bullying incidents using the agreed protocol below and inform the Deputy/Head Teacher.

Recorded incidents must be added to the weekly incident log and/or CPOMs. It must then be shared with the wider staff in weekly briefings.

Incidents requiring action should be clearly stated and referred to, showing when appropriate responses have been met.

Incidents concerning racism, HBT or sustained bullying must be reported to Head Teacher, logged and shared with the wider staff in briefings.

All staff should respond to wider class incidents, as they see fit, during PSHE lessons, in quality circle time, in class collective worship, in Key Stage or whole school assemblies or during whole class discussion.

Strategies to Respond to Bullying

Some or all of the following may apply depending on the severity of the circumstances and age of the pupils involved. This is to be decided in conjunction with the child's class teacher, senior members of staff and parents where appropriate.

- Discussion with the pupils concerned to listen to and record their views
- Investigate any incidents with all parties in an attempt to ascertain an accurate recount of the events
- Inform senior members of staff or parents when necessary
- Pupil may be unable to play with their peers at break times/lunch times for an agreed length of time
- Where appropriate, a verbal or written apology will be shared with those involved
- Pupil may be removed from a lesson to another classroom or a senior member of staff
- Pupils may be given a named member of staff as a direct point of contact
- Where appropriate, to respond to wider issues, staff may address concerns during collective worship, group discussion or in specific assemblies
- Pupils or their families may be offered the services of a counselling service
- Pupils may be offered the opportunity to work with external agencies such as Clennell Education Solutions, NSPCC, Bigfoot Arts Education in an attempt to develop resilience or educate
- Pupils who have bullied may be referred to the external agency Kidscape
- Parents may be asked to remove their child from school the day of the incident
- Pupils may be excluded from lessons for the remainder of the day
- Pupils may be suspended for a certain period of time as agreed upon by members of the governing body
- Following a formal meeting with parents and professional agencies, pupils may be considered for a managed move to another school
- Following severe or persistently repeated incidents, pupils may be permanently excluded from the school

Child on Child Abuse

A clear boundary between incidents regarded as abusive and incidents regarded as bullying is a matter of professional judgement. Designated Safeguarding Leads and Newcastle Initial Response Service can offer information or guidance to help staff if they feel that they are unable to make a judgement.

Child on child abuse can appear in many forms and include, but are not limited to: physical abuse, sexual abuse, emotional abuse, sexual exploitation, bullying or radicalisation.

Incidents of suspected peer on peer abuse must be immediately reported to the Head Teacher or deputy safeguarding lead following the procedures outlined in Safeguarding policy.

Monitoring and Review

The Head Teacher, governors and staff will regularly review and monitor the implementation of this policy. Any changes will be shared with staff, parents and pupil representatives.