

St Teresa's Behaviour Policy 2025-2026

This policy should be read in conjunction St Teresa's Safeguarding Policy, St Teresa's Anti-bullying Policy, St Teresa's Uniform and St Teresa's Equality Duty Policy.

St Teresa's Primary School is committed to creating an environment where the best 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 to encourage others so do the same.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination
- Ensure social skills are taught so that children have the tools/skills to work and play in harmony with others

The Local Governing Body believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention. Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy.
- Encouraging children to take responsibility for their behaviour. Explaining and addressing unacceptable behaviour.

The four Key Values of our Catholic School are

- We are all made in God's image- each unique and talented.
- To be the best we can be in all things- happy, confident and thriving.
- To care for one another- our planet and our community.
- Let everything we think, do and say be a shining example of our faith.

Purpose of the policy

To provide simple, practical procedures for staff and children that

- Recognises behaviour norms and positively reinforces this behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for others

Expectation of Adults

We expect every adult to

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to 'Ready, Respect, Safe' in their daily conversations with children
- Establish clear routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- Deal with all poor behaviour in private.
- To be calm and not shout at children
- To use scripts
- Follow up all behaviour with restorative conversations and communication with parents
- Have a clear plan for dealing with low level behaviours and conclude the day positively
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- To promptly discuss behaviour concerns with phase lead and actions already taken to support the child.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils

Expectation of Phase leaders

Phase leaders (and SENCo) are not expected to deal with behaviour referrals in isolation. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

- A visible presence around school
- Encourage the use of positive phone calls/ positive postcards amongst their team
- Support behaviour development through phase meetings to ensure consistency of the policy
- Know which children are consistently meeting expectations
- Liaise with SEND team to ensure prompt provision where needed
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines

Expectation of SENDCo

- To use behaviour data to target and assess interventions at universal and SEND support in line with Matching Provision to Need document
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

The Head Teacher and the Senior Leadership Team

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Ensure staff training needs are identified and met
- To support the Senco Team and phase leaders in managing learners with more complex or negative behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

The Local Governing Committee is responsible for

- Reviewing and approving the Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

St Teresa's School Rules

To be shared weekly by headteacher and promoted at all times.

Ready	Respectful	Safe
Being in on time Being ready to learn Dressed in the correct uniform Trying their best in all subjects Asking and answering questions in lessons	Being kind to each other Speaking calmly to others Showing a positive attitude Looking after all equipment Using equipment for the job it is intended for Being quiet when someone is speaking Listening to others Keeping a tidy classroom Keeping tidy corridors Respecting the playground	Being calm in the corridors Being calm in the classroom Being calm on the playground Taking care of each other Seeking help and support when it is needed Keeping hands and feet to self

Consistent routines	Smart starts, wonderful walking, lovely lines
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Recognition and rewards for effort

1. Verbal praise
2. Dojo points and rewards systems – see below
3. Positive phone calls home/positive conversations with parents/carers
4. Postcards or positive notes home
5. Termly Headteacher's shine table linked to school mission 'shine in little ways'
6. Half-term class celebration for the class that has shown an excellent effort in meeting the high behaviour expectations linked to star counters.
7. Special mentions in Friday assembly for pupils going above and beyond.

Class Rewards Chart Example

Class Dojo Rewards	
Individual	Whole Class
20–Sticker Box	500–Extra Playtime
40–Certificate	1000–iPad Afternoon
50–Lucky Dip	1500–Games Session
60–choose your seat for the day	2000–Movie Afternoon
80–15 minutes free iPad time	2500–Trip to the Park
100–Big Prize Box	

Dealing with poor behaviour

We expect every adult to

- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- **Deal with all poor behaviour in private.**
- To be calm and not shout at children
- To use the scripts
- Follow up all behaviour with restorative conversations and communication with parents

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects 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)

Behaviours, Strategies and Consequences

Low-level behaviour	<p>Behaviours</p> <p>Lack of concentration/focus on work</p> <p>Ignoring instructions/not following instructions first time</p> <p>Non-aggressive throwing of objects</p> <p>Invading the personal space of others</p> <p>Running/being noisy on the corridor</p> <p>Unintentional vandalism/litter</p>	<p>Strategies including consequence</p> <ol style="list-style-type: none"> 1. First attention for best behaviour – praise others for doing the right thing. <i>If this doesn't correct then behaviour then step 2</i> 2. Non- verbal reminder <i>If this doesn't correct the behaviour then step 3</i> 3. Reminder – privately (where child is sitting) and at the child's level.. <i>if this doesn't correct the behaviour then step 4</i> 4. If behaviour does not change then caution – this or this e.g. finish this now or finish at lunchtime. <i>If this doesn't correct the behaviour then step 5</i> 5. If behaviour does not change then consequence (consequence – see script) <p><u>If a child has 3 or more reflections</u> in a week or regular incidents</p> <ol style="list-style-type: none"> 1. Teacher phone call to parent/s; discuss behaviour, frequency and next steps. <p>If this behaviour continues for a second week (leading to 3 or more reflections) go to step 2</p> <ol style="list-style-type: none"> 2. Teacher to discuss with phase leader to identify next steps. If there is an unmet need go to step 3 if not got to step 4. A daily behaviour monitoring chart must be put in place. 3. Determine if there are any unmet needs – discuss with SENCo and where needed put provision in place (see appendix universal/SEND support – Matching provision to need) 4. A meeting (not phone call) with parent and teacher 5. Set a review date to discuss the impact 					
Serious Misbehaviour SLT MUST BE INFORMED	<p>Behaviours</p> <p>Intentional vandalism</p> <p>Consistent refusal to work</p> <p>Consistent refusal to follow instructions</p> <p>Intimidating others</p> <p>Consistent inappropriate behaviour</p> <p>Unreasonably high level of disruption that significantly disrupts learning</p> <p>Repeatedly hurting friends</p> <p>Throwing objects</p> <p>Threatening behaviour</p> <p>Repeated swearing</p> <p>Shouting at adults</p>	<p>Strategies including consequence</p> <ol style="list-style-type: none"> 1. Incidents involving others are investigated with no impact on learning. KS2 children write down their version of what happened – name and dated. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; padding: 5px; vertical-align: top;"> <p>Where an incident is considered to be a one-off incident</p> <ol style="list-style-type: none"> 1. The parent/s are informed 2. Loss of playtime and/or lunchtime. </td> <td style="width: 25%; padding: 5px; vertical-align: top;"> <p>If the incident is not a one off</p> <ol style="list-style-type: none"> 1. Class teacher arranges a meeting with the parent/s. The phase leader will also attend the meeting. 2. Loss of playtimes and lunchtimes. The period of time that this will be in place for be determined in consultation with SLT. 3. Multi-agency approach. E.g SENDCo involvement. </td> <td style="width: 25%; padding: 5px; vertical-align: top;"> <p>When an incident impacts on the safety of the child and/or the class</p> <ol style="list-style-type: none"> 1. Removal 2. Parent/s meeting arranged with teacher and phase leader </td> <td style="width: 25%; padding: 5px; vertical-align: top;"> <p>Where behaviour is continually repeated despite any key actions in place, the following strategies will be considered</p> <ul style="list-style-type: none"> • Increased parental presence in school • Going home for lunch • Part time timetable • A multi-agency approach (e.g Early Help, SEMH team, Ed Psych, etc • Suspension </td> </tr> </table> <p>Decision to suspend will be made by the Headteacher (and in his absence the Deputy) If decision to suspend then meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting</p>	<p>Where an incident is considered to be a one-off incident</p> <ol style="list-style-type: none"> 1. The parent/s are informed 2. Loss of playtime and/or lunchtime. 	<p>If the incident is not a one off</p> <ol style="list-style-type: none"> 1. Class teacher arranges a meeting with the parent/s. The phase leader will also attend the meeting. 2. Loss of playtimes and lunchtimes. The period of time that this will be in place for be determined in consultation with SLT. 3. Multi-agency approach. E.g SENDCo involvement. 	<p>When an incident impacts on the safety of the child and/or the class</p> <ol style="list-style-type: none"> 1. Removal 2. Parent/s meeting arranged with teacher and phase leader 	<p>Where behaviour is continually repeated despite any key actions in place, the following strategies will be considered</p> <ul style="list-style-type: none"> • Increased parental presence in school • Going home for lunch • Part time timetable • A multi-agency approach (e.g Early Help, SEMH team, Ed Psych, etc • Suspension 	
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Serious Misbehaviour or highly disruptive behaviour	<p>Behaviours</p> <p>Physical or verbal aggression directed towards an adult or pupil</p> <p>Racism</p> <p>Use of object/weapons to hurt others</p> <p>Serious/ continued bullying incidents</p> <p>Significant acts of violent</p>	<p>Following an investigation, consideration will be given to the context and seriousness of the behaviour. Strategies and consequences could include the following</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; padding: 5px;">Removal</td> <td style="width: 20%; padding: 5px;">Part time timetable</td> <td style="width: 20%; padding: 5px;">Multi-agency involvement</td> <td style="width: 20%; padding: 5px;">Police involvement</td> <td style="width: 20%; padding: 5px;">Suspension</td> </tr> </table> <p>Decision to suspend will be made by the Headteacher (and in his absence the Deputy)</p> <p>If decision to suspend then meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting</p> <p>Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed</p>	Removal	Part time timetable	Multi-agency involvement	Police involvement	Suspension
Removal	Part time timetable	Multi-agency involvement	Police involvement	Suspension			

Removal

Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted promptly.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Playtimes/Lunchtime

If there are concerns at playtimes or lunchtime then teachers on call/ TAs/Lunchtime Supervisors respectively will fill in a **cause for concern sheet** which is given to the member of SLT on call after modifying and managing any poor behaviour.

Tube containers will be placed in the school hall for lunchtimes, playtimes and assemblies. **Counters will be awarded for positive behaviour and added to the class tube. At the end of each term, the class with the most counters will receive a class prize such as non-uniform day or in class treat.**

Suspensions

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following the suspension, the pupil and parents will meet with the Headteacher/ Deputy Head and SENCo to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read St Teresa's Safeguarding Policy 2025.

Inclusion

God made everyone unique. For St Teresa's as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours (see Preventing Reoccurrence of Misbehaviour Section below). This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), Thrive sessions and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer Thrive sessions, counselling, intervention work with BU Programme/MELVA. We also work with local partners, for example alternative provision for short term interventions and the SEMH Team for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. Our school operates a 'graduated response'. As a school we use the Matching Provision to Need Tool (see page 13- Social, Emotional and Mental Health) to ensure that reasonable adjustments and supportive plans are put in place to help those who need it. Behaviour Support Plan examples 1 and 2 in Appendix 3 can be used separately or together. Example 1 is to be used for continued amber behaviour on its own. Example 1 is part of universal provision, whereas Example 2 is where a child's behaviour needs have been identified as SEND Support plus (see Matching Provision to Need page 13- see Appendix 6). Example 1 may be used as a Child- friendly version of Example 2.

Example 2 must be used:

- When a child has had to be removed to support reintegration
- When a child who has had a suspension to support reintegration
- When a child who has been on example 1 for 4 weeks with little or no improvement in their behaviour
- In conjunction with Matching Provision to Need Tool and in consideration of appropriate agency working

Behaviour support plans (BSP):

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, phase leader and SENCo. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include	Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)
<ul style="list-style-type: none">• Removing or minimising identified triggers in advance• Now and next board (including transition reminders) Language of 'first... then...'• Explaining new situations before they occur• Pre-teaching activity• Visual timetable (establishing routine)• Spot them being good – positive descriptive praise• Choices – this or this• Victory log• Necessary adjustments to the physical environment (noise levels, seating arrangements)• Visual aids (e.g. traffic light cards, feelings cards, calm-down cards)• Distraction techniques• An agreed calming activity	<ul style="list-style-type: none">• Ignoring certain behaviours (e.g. adult name-calling, swearing) if appropriate• Reminding the child what is expected of them• Distraction• Removing the trigger related to the incident• Any calming techniques including a calm space• Reassurance• Restorative justice• Use of phrases to use and not to use• Change of face/place

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time timetable will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Items that should not be brought to school include

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the year team.

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones except for Years 5/6 children with permission to walk home alone and they must place the phones in their class phone safe. Mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects 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)

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.

Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed.
NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.

Reasonable force covers a broad range of actions – involves a degree of physical contact to control or restrain children.

Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is used

School will record what has happened including who witnessed it.

School will ensure that staff have used force reasonably, proportionately and appropriately.

School will ensure that parents/carers are informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Appendix 1

St Teresa's RC Primary School Behaviour Policy Blueprint

Happy, Kind People, Flourishing, Resilient Learners, Playful, Courageous Explorers,
A Faithful, Thriving Community Filled with the Spirit To Be The Best We Can Be As Shining Examples of God's Love

Visible Adult Consistencies	School Rules	All adults at St Teresa's Strive to be:
<ul style="list-style-type: none"> - Meet and Greet - Recognising and acknowledging all the positive behaviour PIP – Praise in public - Dealing with poor behaviour privately RIP – remind in private - Relentless routines Wonderful Walking Smart start, Lovely lines - Consistent, calm adult behaviour. Adults do not raise their voices. - Behaviour scripts 	<p>Be Ready</p> <p>Be Respectful</p> <p>Be Safe</p>	<ol style="list-style-type: none"> 1. Calm, considered and consistent 2. Relentlessly positive and have high behaviour expectations for everyone 3. Nurturing and build relationships – we never take our hand away 4. Committed to reflect on, repair and restore all relationships
Our Behaviour Strategy		
<p>FIRST ATTENTION FOR BEST BEHAVIOUR</p>	<p>"Thank you for following instructions"</p> <p>"Thank you for keeping us safe"</p> <p>"Well done for respecting their/our/your right to..."</p> <p>Use non-verbal reminders</p> <p>Re-explain learning if needed</p>	
<p>REMINDER</p> <p><i>Privately and at eye level</i> <i>Respond to poor behaviour with deliberate calm</i></p>	<p>"X, instruction, thank you"</p> <p>Remind the child of the classroom rules (draw back from confrontation)</p> <p>'Do you need my help?' Listen to the child</p> <p>I expect to see <u>your table tidy in 2 minutes/ you being ready</u></p> <p>Do you need X mins in the calm space?</p> <p>Do you remember yesterday when..... That is the Martha that I need to see today, that is the Martha that you can be all the time</p>	
<p>CAUTION</p> <p><i>Outlines behaviour and consequence quietly to the child</i> <i>Respond to poor behaviour with deliberate calm</i></p>	<p>This or this e.g 10 minutes of maths now or 10 minutes of maths at lunchtime Focused work or reflection Finish your work or a conversation with me For identified children they will need to be directed to a calm space as it's what is needed to de-escalate a situation.</p>	
<p>LAST CHANCE</p> <p><i>Speak to the child privately</i> <i>Respond to poor behaviour with deliberate calm</i></p>	<p>Give them a final opportunity to engage with the last chance 30 second script</p> <p>I have noticed that you are <u>having trouble getting started/ wandering around/ playing with equipment</u> right now It was the rule about That you broke</p> <p>You have chosen <u>to do a reflection at playtime/ have a conversation with me at playtime/ catch up your work at lunchtime</u></p> <p>Do you remember last week when you That is who I need to see today</p> <p>Stay behind for 2 minutes after class. Thank you for listening.</p>	
<p>REGULATION AREA</p>	<p>A few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves - allocated calm space area</p>	
<p>REPAIR</p>	<p>Restorative conversation (never use this as a pseudo punishment)</p> <p>What happened?</p> <p>What were you thinking?</p> <p>What are you thinking now?</p> <p>How were you feeling?</p> <p>How are you feeling now?</p> <p>Who do you think has been affected?</p> <p>How have they been affected?</p> <p>What needs to happen next to put this right?</p>	

Lunchtime Serious Concern	
Name of Pupil:	
Date of incident and Lunchtime organiser:	
What happened?	
Physical violence <input type="checkbox"/>	Continuous and inappropriate swearing <input type="checkbox"/>
Has the teacher been informed?	
To be completed by SLT	
Action taken and consequence	
Have parents been informed	
Signed	

Lunchtime Serious Concern	
Name of Pupil:	
Date of incident and Lunchtime organiser:	
What happened?	
Physical violence <input type="checkbox"/>	Continuous and inappropriate swearing <input type="checkbox"/>
Has the teacher been informed?	
To be completed by SLT	
Action taken and consequence	
Have parents been informed	
Signed	

Appendix 3: Monitoring behaviour chart – Example 1

Name		Date			
Targets: 1. 2. 3. Strategies for staff to use: 1. 2. 3. Strategies for child to use: 1. 2. 3.		Rationale: To set achievable targets to help improve behaviour choices and reduce amber and red behaviours (up to 3 targets). To celebrate the child's day in more detail and to spot the child's good behaviour choices more often. To ensure that all staff use the agreed strategies. To support the child to develop their own strategies of regulating their behaviour. To work in partnership with parents in supporting the child.			
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Coming into school					
8:55-10:30am					
Morning playtime					
10:45-lunchtime					
Lunchtime					
Afternoon					
Hometime					
Daily Achievements	_____ bronze _____ silver _____ gold	_____ bronze _____ silver _____ gold	_____ bronze _____ silver _____ gold	_____ bronze _____ silver _____ gold	_____ bronze _____ silver _____ gold
Targets achieved	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely
Weekly Review					
People involved: Child Teacher Phase leader parent	Signatures and any comments				

Monitoring behaviour chart

Name:						Date:
Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Total points
Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	
Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	
Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	
12-14 points achieved (choose from below)		15+ points achieved (choose from below)		15+ points achieved 5 days Friday bonus		
Sticker Additional responsibility in class Read book for 10 minutes		10 minutes of mindful colouring Positive text home to parents 10 minutes of playing a game Lunch next day with teacher		Dog time 10 minutes APP time 10 minutes Outdoor time 10 minutes Lunch with head/ deputy or AHT Special area of interest time 10 minutes Win a packet of biscuits for the class		

Name:						Date:
Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Total points
Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	
Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	
Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	
12-14 points achieved (choose from below)		15+ points achieved (choose from below)		15+ points achieved 5 days Friday bonus		
Sticker Additional responsibility in class Read book for 10 minutes		10 minutes of mindful colouring Positive text home to parents 10 minutes of playing a game Lunch next day with teacher		Dog time 10 minutes APP time 10 minutes Outdoor time 10 minutes Lunch with head/ deputy or AHT Special area of interest time 10 minutes Win a packet of biscuits for the class		

Behaviour Support Plan 2 (This may be used in conjunction with BSP 1. BSP 1 is child friendly and may support the child day-to day)

Name		Year group	
Date plan starts		Review date 1	Review date 2
How I like to spend my time and with who		What's important to me	What I like and what I don't like
Things that I find difficult			
Observed behaviours - What does it look like?		Triggers - Places - specific situations - people - activities - changes - Sensory issues	
Targets - what are we working on?			
Early warning signs Stage 1			
What to look out for (e.g frowning, avoiding eye contact, clenched fists, waving arms, lower voice, talking to self, swearing, slamming things, stamping, making rude gestures, negative comments)		How to respond to prevent an incident (proactive strategies) (ignoring swearing, distraction, a calming activity, breathing techniques, praise There should be more proactive strategies than reactive	
Escalation of behaviour Stage 2			
What to look out for (e.g verbal aggression, damage to property, throwing objects, hitting others)		How to respond and how do we diffuse the situation (reactive strategies) • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	
Support after an incident How do you know the person is calming down (body language, facial expression, tone of voice etc) What should we do at this time?			
Log of incidents			
Date	Description of behaviour	Trigger for incident	Action taken
Evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			

Appendix 5: REMOVAL FROM CLASSROOM FORM

Names of pupil involved	
Date and time of incident	
Place where incident took place	
Name of authorised adults involved	
Amount of time pupil out of class	
Learning provided for pupil during their time out of class	
Date and time parents informed This must be on the same day as the incident	
Names of all witnesses, pupils and adults	
Signed witness statements	
Reason for removal being used	
Description of the way the incident developed	
Pupil's response	
Details of the outcomes of the incident including injuries and damage.	
Agreed strategies for reintegration and outlined plan of pastoral support needed.	
Review, progress and outcomes	

Head/Deputy _____ date _____

Authorised staff _____ date _____

Appendix 6: Matching Provision to Need Tool (MPNT) Graduated Response

	UNIVERSAL	SEND SUPPORT	M1 EHC	M2 EHC	M3 EHC
General description of need	Pupil can do the same work as most of the class. Is able to work as an independent learner. Close to achieving or exceeding the expected progress of their national curriculum year group	Pupil needs more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.	Pupil's needs are severely impacting on the ability to independently access some areas of the curriculum. Requires increased additional support to access learning.	The complexity, severity and persistence of need impacts on access to most areas of the curriculum, social inclusion and/or social situations and unstructured times.	The complexity, severity and persistence of need impacts on independence in most/all areas of the curriculum, social inclusion and/or most social situations and unstructured times
General description of provision for social, emotional and mental health	<p>Access to a whole school curriculum which teaches social and emotional aspects of learning.</p> <p>Access to small group intervention to repeat and reinforce whole class learning</p> <p>Consistent use of class/school reward systems</p> <p>Key adult in school to support pupils who have any concerns or worries who can promote early help strategies</p>	<p>Screening has established any areas of difficulty with social emotional and mental health e.g. Boxall profile. Specialist services e.g. outreach, PRU, school nurse, CAMHS, educational psychology may provide:</p> <ul style="list-style-type: none"> - assessment of need - advice and training on specific use of interventions - devise programmes to deliver in school <p>Information is used to plan regular, structured small group and individual intervention to repeat and reinforce identified social and emotional aspects of learning</p> <p>Intervention will involve:</p> <ul style="list-style-type: none"> - higher levels of additional support and intervention from adults at particular times throughout the day - personalised targets linked to reward system - distraction free zone for when space is needed to support learning -time out card for times when space is needed -access to in-school support facilities e.g. nurture provision <p>Adjustments to arrangements for unstructured times</p> <p>Access to therapeutic support</p> <ul style="list-style-type: none"> - a positive relationship with a named person with appropriate skills who understand individual needs <p>Early help strategies may support needs</p>	<p>Provision of:</p> <ul style="list-style-type: none"> - increased staff support and creative plan to support curriculum access <p>Supported time to work with positive role models, in small groups and pairs, to develop:</p> <ul style="list-style-type: none"> - social skills - empathy and awareness of needs of others - emotional regulation - coping strategies for dealing with difficult situations <p>Targeted individual intervention, as advised by external specialist services e.g. school nurse, PRU, CAMHS, social care, educational psychology</p> <p>Adjustments, including additional support to manage transitions and to focus on difficulties at unstructured times</p> <p>Risk assessments and implementation of associated plans, updated regularly</p>	<p>Provision of:</p> <ul style="list-style-type: none"> -increasingly personalised creative plan, as advised by appropriate specialists, to support curriculum access - Support to develop social skills using adult intervention to structure learning situations both within the curriculum and during unstructured times - targeted, individual support to implement a crisis management plan - strategies to manage occasional or regular self-harming behaviours 	<p>Provision of:</p> <ul style="list-style-type: none"> - highly personalised creative plan, timetable and use of environment, as advised by appropriate specialists, to support curriculum access - increased supervision to ensure safety at all times - multi-agency approach to support needs, to include specialists from education, health and/or social care