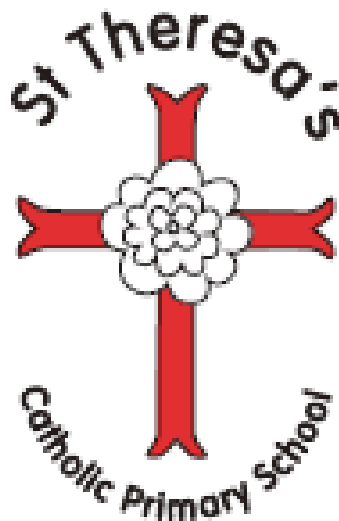


# St. Theresa's Catholic Primary School, Blacon

Mission Statement:  
*Fully valuing everyone in the love of Jesus.  
Caring and Learning together.*



## Behaviour Policy

Policy date: September 2023

Review date: September 2024

## **Behaviour and Discipline Policy**

This policy should be read in conjunction with the Anti-Bullying Policy

We believe that the promotion of good behaviour and discipline in pupils should stem from a partnership between home and school. Parents and teachers must work together to maintain good behaviour and discipline.

St. Theresa's School always seeks to approach behaviour management in a fair and consistent manner. All adults at school work towards helping children to take responsibility for their behaviour, developing their self-esteem and their respect for others. The whole system of behaviour is based on every child being and feeling safe and secure in school.

We believe that teachers have a right to teach and children have a right to learn. This is best achieved when conditions for learning are at their optimum. We endeavour to ensure that these conditions are present at all times.

### **BEHAVIOUR PRINCIPLES**

We believe:

1. Good discipline is important to enable good teaching to take place.
2. Skills of good behaviour can be learned through practice.
3. Parental support is essential (all parents sign a Whole School Agreement to this effect).
4. Children must know and understand the behaviour expectations of the school.
5. School management must support the plan, which is applied fairly across the school.
6. Consistency is vital.
7. All adults in school must be familiar with the standards of expectation and the agreed consequences.

### **Class and Playground Rules.**

Each class has an agreed set of class rules which are based around the principles of kindness to each other, listening to each other and allowing both adults and children at school to work hard and achieve well.

On the playground, clear expectations are also given to the children to follow to enable all children to play safely and share the play areas fairly.

These are regularly revisited and are devised by the pupils in school council meetings, in assemblies and in classes.

### **Positive Discipline**

We believe in positive recognition and the reinforcement of positive behaviours. We try to share praise with every child every day. Classes have agreed methods of achieving a class reward based on earning 'gems' as a class team for following the school rules. Each week, children who have exhibited good behaviour by following our Gospel Values will be eligible for certificates. Certificates are taken home to celebrate with parents/ carers.

Children can also earn Gold Cards on the Good to be Green System in KS2. Particular good behaviour will result in children moving up the class 'behaviour ladder' chart or receiving team points in classes. All adults at school are involved in praising and rewarding excellent behaviour at school.

## **Pupil Voice**

The views of our children are important to us in the running of our school and so involvement of our school council is crucial when developing behaviour strategies. Therefore, the children have developed the following rules to be followed at playtime:

Key stage 1:

1. Always walk when the bell rings.
2. Always be kind.
3. Stick to the wiggly path not near the bushes.
4. Remember our gospel values patience, kindness, love.
5. No pushing games where someone could get hurt.

Key stage 2:

1. Listen to the teachers and don't answer back.
2. Be in sight of teachers at all times.
3. Treat others how you would like to be treated.
4. Be fair.
5. Use equipment sensibly.

Children are regularly reminded of school expectations, rules and the reasons for them. When a child breaks a school rule the child is helped to see how their action has or could have impacted on another child, adult, the class or the whole school. They are also given reasons for why the action is not acceptable. The school is always keen to ensure that the child understands that it is the behaviour, not the individual that the school disapproves of and which choices should be made in the future.

## **Consequences**

We encourage children to make good choices and to understand that there are consequences – good and bad – to every action. When poor choices have been made, consequences need not be too severe, but they must be consistently applied to be effective.

When a child is not following the school rules indoors the following procedures take place:

1. Non verbal warning. (look)
2. Verbal warning using child's name.
3. A short time (minutes) away from the group; or work at an alternative table, to diffuse the situation.
4. Moving from a Green card to an Orange card (or placement on a chart in Key stage 1)

There are times when a more severe consequence may need to be implemented following moving to a Red card.

- If a child receives a Red card once, they will miss their morning break the following day and parents will be informed verbally.
- Should a child receive a second Red card, they will be sent to the Head teacher to discuss their behaviour and complete a reflection worksheet. Again, parents will be informed verbally.
- Should a child receive a third Red card, a letter will be sent home to parents and a meeting will be held to ascertain a positive way forward. This may involve a behaviour plan and daily behaviour record.

This will be re-set each half term.

### **Very Difficult Behaviour.**

We are aware that some children may exhibit very difficult behaviour. This may be related to additional specific needs. In these cases Individual Behaviour Plans will be drawn up and implemented.

However, no child will be allowed to disrupt the education of others. If behaviour is of such an extreme that we deem a fixed term or permanent exclusion is our only option, this will always be in adherence with Local Authority guidelines and parents will be fully informed throughout the process.

### **Non-Disruptive Behaviour**

We are aware of the impact of Passive Behaviour for Learning in the classroom and the impact that this will have on a child's education e.g. daydreaming. There may be reasons for this such as tiredness, worries about home life or other concerns – possibly health related. Staff will seek to identify the reasons for this behaviour and will redirect the child to the task if this occurs. Children and families (if appropriate) will be made aware that this is happening and will be encouraged to tackle the reasons for the lack of engagement.

When the cause is simply distraction / lack of commitment to a task, the adult working with a child will:

1. Re Direct to the task with encouragement.
2. Give a verbal reminder or warning.
3. Send work home with the child or the child completes the task in break time and misses a play opportunity.

### **Contact with Parents.**

We feel that parents must be kept informed of both good and bad behaviour. Class teachers will keep parents informed as and when appropriate.

Reports of bad behaviour from parents / carers (their own/someone else child) are of course dealt with quickly (the same day) by the class teacher and/or the Headteacher. Parents and Carers are requested not to discipline children from other families when an incident occurs, but rather report the matter to school and let us manage the situation.

**This Policy was reviewed:** Autumn 2023

**Next review:** Autumn 2024

L.Holland