



# **St Teresa's RC Primary School**

## **Behaviour Policy**

### **Our Mission Statement**

At St Teresa's Roman Catholic Primary School;  
We grow together with Jesus, as we live our lives according to Gospel values.  
We grow together as a community in respect, friendship and responsibility.  
We grow together in understanding as we encourage each child to achieve their true potential.  
We grow together in God's love.



'I am the vine, you are the branches' (John 15:5)

Version Number	Date Approved	Changes	Signed
V1	21/01/2020	Updated policy KS2 rewards	

## **Aims**

1. To provide a safe, calm and caring atmosphere where learning can take place.
2. To foster mutual respect around the school.
3. To create an inclusive and positive ethos around behaviour
4. To ensure consistency, fairness and clear expectations.
5. To promote caring and co-operative behaviour and discourage anti social behaviour.
6. To promote the values highlighted within our Mission statement.
7. To create a happy and caring environment which fosters the intellectual, emotional, physical and spiritual development of each child.
8. To encourage the development of a personal relationship with God and to support the children to help Build God's Kingdom.

## **Objectives**

At St Teresa's we appreciate that children need an orderly atmosphere in which to work and learn. It is our objective to create this atmosphere by having a code of conduct that primarily rewards good behaviour by making explicit to all in the school what is acceptable behaviour. We will achieve this by living the Gospel values through our actions and behaviour. These values include:

- Co-operation
- Faith
- Friendship
- Serving others
- Roles and responsibilities
- Peace
- Understanding
- Attitude
- Learning
- Kindness
- harmony

## **Rewards and Positive Encouragement**

### **Foundation Stage & Key Stage 1 -**

All children start on the white cloud - move to sunshine for positive behaviour - move to rain cloud for negative behaviour. Alongside this, classes have age appropriate reward systems in place.

### **Key Stage 2 -**

Across the key stage, a range of behaviour reward systems are in place such as; traffic light system, DOJO points and house points. Children can receive these rewards for their behaviour, attitude, work and manners.

Children are grouped in house teams, named after the patron saints. House points are awarded individually for good work, behaviour, manners etc. House Points are collected each week and over the term by year six house captains. The winning house is celebrated in the Good News Assembly each week and displayed in the hall. The house team with the most points receives a reward every term and a trophy each week.

### **Assembly rewards-**

The Infant children are also given a playground award each Wednesday in Infant Assembly.

Two children are chosen from each class to be presented with a Good News certificate every week at the Good News Assembly. Each classes mission statement is displayed in turn and the class teacher will refer to this when speaking about the child's achievement. Parents are invited to attend this assembly and achievements outside school are also celebrated. At times, certificates are subject based to recognise and celebrate work produced in class.

At the end of each half term one pupil from each class will be nominated for a Star Award. This is announced at the end of term Star Award assembly and the child will receive a trophy & medal and their photograph displayed on Twitter and our school website.

## **Agreed Consequences when behaviour does not meet expectations**

Remind children of appropriate behaviour first then follow up, if needed, with agreed sanctions. The emphasis should always be on children making amends and on reconciliation.

### **Possible Sanctions -**

- Time out place in the classroom.
- Child to be removed to another classroom.
- Loss of playtime (or part) or write a letter of apology.

- Child to be taken to Assistant or Head Teacher.
- Meeting with child's parents if behaviour problems persist.

In the most serious of circumstances internal exclusion would be applied. Following this a child will be suspended then excluded if all of the above fail to modify behaviour. LA guidance will be followed.

Our aim is reward not punishment.

### **Active Strategies**

The planned management of all behaviours is important but particularly so with 'Challenging Behaviour'. These behaviours are seen as those that:-

- Involve possible injury to self or others;
- Prevent learning in self or others;
- Are anti-social;
- Involve significant damage to property.

At St Teresa's we will manage incidents of unsocial/challenging behaviour, and work towards lessening their frequency, in a way that avoids needless conflict (i.e. non-confrontational). This approach emphasises the importance of non-physical interventions in achieving a successful outcome to an incident. It utilises the LEA adopted scheme for behaviour management (Team Teach) and may include some restraint as a last resort if indicated in a pupil's individual Positive Handling plan. However, restraints must never be used as a punishment and/or to humiliate. The dignity of a pupil must always be considered.

As soon as a member of staff has decided to physically intervene then he/she should:

- Summon a second carer or adult if possible. (This is because a second member of staff may be able to reduce risk, and also there would be a witness if allegations of assault were made by a young person.)
- Employ the minimum force necessary for the minimum period.
- Ensure that there is a record of the incident kept in the school incident book with a signature and date. Verbal feedback should always be given to the head or deputy head teacher.

### **Positive Handling Plans (PHPs): a planned graduated approach to managing challenging behaviour**

If a pupil's behaviour continues to challenge then they will need a positive behaviour plan for the safety and well being of themselves and those

working with or near them. When drawing up positive behaviour plans views need to be sought from staff in close contact with the pupil, professionals, parents and others as appropriate, as well as the following guidance being taken into consideration:

There are occasions at St Teresa's when staff will have cause to have regular physical contact with pupils and this is part of a natural duty of care. These may include:

1. Comforting a pupil in distress
2. Encouragement
3. Gently redirecting a pupil
4. For curricular reasons, e.g. in PE, Drama etc
5. To keep a pupil safe to avert danger either in school or in the community
6. For personal care and administration of drugs
7. When Restrictive Physical Intervention is warranted

#### **The Restrictive Physical Management of pupils:**

Restrictive Physical Intervention is the term used by the DFE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use 'reasonable force' to control or restrain pupils. There are no legal definitions of 'reasonable force' but there are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
2. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.
3. Team Teach- designated teachers are Team Teach trained. All incidents are recorded in the bound and numbered book.

● In all situations where physical contact between staff and pupils takes place staff must consider the following:

1. The pupil's age and level of understanding
2. The pupil's individual characteristics and medical history
3. The location where the contact takes place. It must always be in front of other people and not in private

The Head teacher must always be informed immediately. The incident should be followed up with time for the adult and child to talk about the situation. Staff will need a period of recovery after physical intervention. A written report of the incident and action taken must be completed and logged with the Head teacher as soon as possible. Where a pupil has caused actual harm or injury, details will need to be recorded on CPOMS. The incident must be evaluated and strategies drawn up, including altering the pupil's individual behaviour plan.

Individual behaviour plans must be reviewed termly.

Any changes and new individual behaviour plans must be shared with parents/carers.

Individual behaviour plans must be shared with all those who work with the pupil concerned.

With regard to physical intervention the law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour which is prejudicial to maintain good order and discipline at the school

Behaviour is always happening, it never stops, it is ongoing and it changes. Behaviour is the way in which a person acts or conducts themselves. In the more specific sense it can be seen as either:

Appropriate (socially acceptable, asked for, good)

OR

Inappropriate (socially unacceptable, antisocial, not asked for, unsafe, bad)  
Inappropriate behaviour also includes a category labelled challenging.

St Teresa's supports positive behaviour and sees it as vital because in order to be healthy, safe, enjoy and achieve, as well as make a positive contribution, pupils need to know what positive behaviour is and how to manage themselves so that they can display this.