



St. Teresa's Catholic Voluntary Academy

Behaviour Policy

Mission Statement

We see the light of Jesus in the eyes of those we work, play and pray with every day.

We give thanks for our wonderful family.

Like St Teresa, we always try to do the little things well.

Our Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a community we focus on praise, rewarding good behaviour and in so doing, we actively develop a positive and growing self-esteem in our children. We recognise that sometimes the wrong choices are made resulting in behaviour which is unacceptable. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day. In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

Matthew 18:21

Then Peter came and said to Him, "Lord, how often shall my brother sin against me and I forgive him? Up to seven times?"

Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven....."

GUIDING PRINCIPLES

All students have the right to an education which offers them the best opportunity to attain their potential. All staff, teachers, support staff and governors work hard to create the best possible environment to encourage this. All staff work hard to create a positive learning environment where the following values are promoted:

- **Being considerate:** showing care to one another and thinking of others at all times
- **Showing respect:** being polite, well-mannered and helpful at all times
- **Being tolerant:** recognising that we are all different and unique and ensuring that everyone is accepted and included
- **Being co-operative:** being willing to work together
- **Being conscientious:** working hard at all times and doing our best in all things
- **Being honest:** telling the truth at all times

Being responsible and reliable: taking responsibility for our actions

Aims

- Ensure that every member of the school community feels valued and respected
- Promote an environment where respect, courtesy and tolerance are integral in our dealings with each other
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn
- Help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements
- Help children to become positive, responsible and increasingly independent members of the school community

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff.

At the beginning of the year, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

Children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community. They understand that all actions have consequences. They are encouraged to express their opinions showing sensitivity and regard for others.

Each class has a copy of their agreed Code of Conduct which is on display in the classroom to remind all children of the expectations of behaviour within the classroom and wider school community.

Bullying

The school does not tolerate bullying. All incidents are recorded and this record agreed as fair by all parties.

All children know and use the school's STOP behaviour policy.

During National Anti-Bullying week members of the School Council present an anti-bullying assembly to the school. All children take part in activities which raise awareness of STOP. This is done through assemblies, competitions and discussions/debates in classrooms.

Positive Behaviour Strategies

The following strategies are used to ensure a safe and positive learning environment where children are encouraged and supported to behave appropriately:

Traffic light behaviour system

- All children start the day on the green circle. When a child does something well within the class they can move their name onto the gold star.
- When a child misbehaves they move their name down the traffic lights system. This involves signalling to children in a clear way that their behaviour is not acceptable at an early stage. The child moves their name on to a number 1 spot (yellow) which shows the first warning, if they are told again they move to a 2 spot (orange), then if they move to a 3 spot (red) they miss their break time or if needed they are sent to a parallel class for time out for an agreed amount of time.
- Dialogue with the child is not entered into at the time but explained to the child later if necessary.
- The child's behaviour needs to be monitored during the lesson and positive praise needs to be given so the child can make it back to green circle.
- All children should return to the green circle after lunch time.

Awards in organisers – those pupils receiving their:

- bronze award before the end of the Autumn Term
- silver award before the end of the Spring Term
- gold award before the end of the Summer Term
- and platinum award before the end of the year.

These children will receive a treat from their Key Stage Leader for their outstanding behaviour.

Staff will award sticker for: reading 5 times a week, homework completed to a high standard, great effort and work in class, great manners around school, living out the school mission statement and generally being a fantastic role model.

Rewards

- House points are given for work within the classroom and around the school. They are collected weekly and presented in Good Work assembly each week. A certificate will be presented to the pupil in each house with the most house points in the week. A list of the children receiving awards will be updated on twitter weekly. All KS2 classes will have a House Points board
- Circle Time, Liturgies, EPR and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour
- Good Work Assemblies- During good work the teacher will explain why the child has been chosen and show a piece of their work (if they have been chosen for an academic reason) stated and good aspects of the piece of work. One pupil from each class for Star of the Week and one for Star Reader. Each will receive a certificate to take home. Record of award recipients to be logged in the front of the good work book.

- Every half-term special certificates will be presented in the final good work assembly of the half-term. These certificates will be for those children who continuously uphold the school ethos and values, and who are positive role-models to others around school.
- School Council, House Meetings and Eco Councils encourage mutual respect between members of the school community, help develop strong values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- Areas of Responsibility- Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
 - ✓ Classroom Monitors
 - ✓ House Captains
 - ✓ Digital Leaders
 - ✓ Wet Play Monitors
 - ✓ Eco Council Representatives
 - ✓ Librarians
 - ✓ Play Leaders
 - ✓ Peer support

All children should have a role within the classroom as this makes sure all children feel that they belong.

Attendance awards- children with 100% attendance each term are presented with a special certificate. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize.

Sanctions

All staff of the school, share the responsibility for managing unacceptable behaviour, both in school, and out (in certain circumstances – e.g. bringing the school’s reputation into disrepute or incidents of bullying or harassment that affect children in school.)

We expect all children to try their best in all activities. If they do not do so they may be asked to redo the activity.

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. The School Traffic Light Behaviour System will be used to correct most inappropriate behaviour. However, if this fails, then the card system is followed.

QT’s (Quiet time)

A QT will be given for reaching a 3 on the behaviour chart in class, not following the general school rule, i.e. walking quietly on the left in school, lining-up quietly on the playground, using your manners at all times. The QT will be served in the school hall at break time, where the pupil will present their QT to the member of staff on duty and sit in silence in the hall for the duration of break time.

Green Cards

Green Cards may be issued when the School Traffic Light Behaviour System fails to promote the positive behaviour expected of pupils. This may happen if a child reaches '3' repeatedly throughout the day, with no noticeable improvement in behaviour or choices.

Isolated actions may also incur green cards:

- Disobedience to a reasonable instruction
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.

For these isolated incidents, particularly if occurring outside of the classroom, staff should deal with the matter as quickly as possible to ascertain what has happened. Before giving a green card, the teacher needs to have all the facts, written record of what's happened and why it has happened.

Staff will consider an appropriate follow-up action as a consequence of issuing a green card. This is in line with the Guiding Principles of our Behaviour Policy, missing first break and lunch. Children missing lunch time will go to the designated classroom to sit – the class teacher will take the children to the classroom and provide the work for them to do. Pupils should recognise the mistake they have made and how they can atone for their behaviour, especially if this affects other pupils. Consequences can include, but are not limited to, a formal apology, a letter of apology, tidying and sorting school property and positive praise towards other pupils. Staff should use their own professional judgement to ensure the consequence promotes positive reflection from the pupil. It is key that the teacher explains why a card has been given and the pupil explains why they acted in the way they did.

Teachers will inform their Key Stage leader when green cards are issued.

Teachers will keep a class record of green cards, stating the reason for each, in addition to writing this in the child's organiser.

It is essential that parents are contacted after the issuing of a green card. This should be done in person where possible or by phone if unable to speak to them directly, as well as recording the card in the pupil's organiser.

This is recorded at the back of the child's organiser.

- If the pupil is given a green card they miss one playtime and one lunchtime
- Three green cards in a term then a yellow card is issued. The sanction is a week of missed playtimes. If a child is issued with a yellow card then an informal meeting with the parents is held with the teacher.
- If a yellow card is issued then a more formal meeting with class teacher and key stage leader is held.

- If 2 Yellow cards have been issued a red card is issued by the Head Teacher. The pupil will then be put on daily report and weekly meetings with parents will be held.

If the above sanctions do not lead to a modification of behaviour the following actions are considered.

- A formal meeting between parents and Head Teacher or Deputy Headteacher.
- Exclusion from class room (meeting room under supervision)
- Exclusion from an activity (short term used occasionally)
- Exclusion from the right to represent the school
- A requirement for a written apology.
- A regular behaviour report to be given to the Headteacher/Assistant Headteacher.

Following discussion between parents, class teacher and Headteacher, the following may result

- Establishment of support programme.
- Exclusion from school (LA guidelines)

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent

Pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but may be used occasionally to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks.

In this event;

The pupil is reprimanded, the Head Teacher informed and a record of the incident kept.

The governors and parents are informed. In persistent cases, parents may be asked to discuss the matter with the Head Teacher and a referral made to police in line with the school Equality Policy.

Allegations of Abuse against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Academy disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Exclusion

The Head Teacher (or Deputy Headteacher in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

Roles and Responsibilities

Staff

All staff of the school share the responsibility for managing behaviour.

Class Teachers

The class teacher discusses the school code of behaviour with each class. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of each classroom.

In this way, every child in the school knows the standard of behaviour that is expected in our school.

Incidents of unacceptable behaviour are discussed with the whole class.

It is the responsibility of the class teacher to ensure that class behaves in a responsible manner during lesson time.

Teachers have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

Teachers treat each child fairly and with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in line with the school's policy. If misbehaviour continues, the class teacher seeks help and advice from the head teacher or the deputy head teacher.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents to discuss the situation.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

In some cases of behavioural problems the class teacher may liaise with external agencies.

The Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy, and to report to governors, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the Head Teacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

Parents

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign, a home-school agreement that outlines the responsibilities of both the parent and the school; including those around behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Teachers are always available to discuss concerns. Appointments are made through the school office.

Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends remarks made on social networking sites e.g. Facebook. It may lead to individuals being banned from school premises.(in accordance with section 547 of the Education Act 1997)

The Governing Body

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

Monitoring

The Head Teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour. Incidents that occur at break or lunchtimes: are discussed with class teachers or the head teacher by lunchtime supervisors

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Unacceptable Behaviour

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

- Disobedience to a reasonable instruction.

- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Stealing.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy.
- Racist/Homophobic/Sexist comments or behaviour that causes offence.
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.