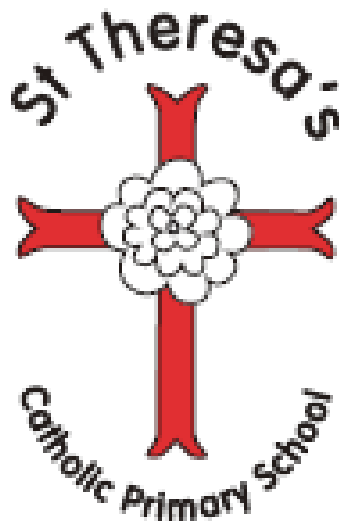


St. Theresa's Catholic Primary School, Blacon

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



Behaviour Policy

Policy date: September 2025

Review date: September 2026

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.

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.

In Key Stage 2, we follow the Good to be Green principles. This enforces our expectations in a clear, consistent way which is easy for children to understand. All children, regardless of any unwanted behaviours the previous day, start each day on Green as we feel it is important for children to recognise each day as a fresh start. In Key Stage 1, expected behaviour will result in children moving up the class 'behaviour ladder'. This follows the same traffic light system as Key Stage 2. All adults at school are involved in praising and rewarding excellent behaviour at school.

Golden Rules

Staff have agreed on a set of six Golden Rules for children to follow which feed into our behaviour system. These are:

1. Always try your best.
2. Be kind and respectful to others.
3. Use your listening skills well.
4. Put your hand up to speak.
5. Look after our property.
6. Always move quietly and sensibly around school.

These are displayed in each classroom and around the school as a constant reminder of our expectations.

Playground expectations

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.

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.

Consequences

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.

Whilst we encourage children to make good choices, it is important that they understand 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, the following procedures take place:

- Children are given a verbal warning and reminded of expectations

- If the behaviour continues, the children will be asked to move their name (in KS1) or change their card (KS2) to yellow as a further warning.
- If the unwanted behaviour still continues, children in KS2 will be asked to change their card to orange where they will receive the consequence of missing a playtime to complete a reflection sheet and parents may be informed verbally.
- If the behaviour continues over time, a red card may be issued whereby parents will be required to meet with the Head teacher and the child to discuss next steps. A red card may be issued immediately if a child:

Intentionally inflicts physical harm on another person

Displays any racist behaviour

Deliberately damages property

Parents will be informed as soon as possible and a meeting will be scheduled.

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 suspension 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 2024

Next review: Autumn 2025

L.Holland