



CHRIST THE KING CATHOLIC
COLLEGIATE

A Multi Academy Company

St Teresa's Catholic Primary School

Behaviour Policy



St. Teresa's Catholic Primary School
'With Christ, we grow in faith and understanding.'
Behaviour Policy

Introduction

This policy was formulated in response to parental feedback and staff discussions to promote positive behaviour. Teaching and support staff, student council, governors and parent forum all contributed to the formation of this policy. The policy was reviewed in September 2018.

Rationale

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching are dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. Our Policy at St. Teresa's aims to promote conduct and behaviour rooted in the Gospel values and is based on an overwhelming positive approach towards managing behaviour. A major part of our policy is based on the emphasis on the Jesuit virtues, incentives, Be Values and when required the use of agreed sanctions.

At St. Teresa's we aim to:

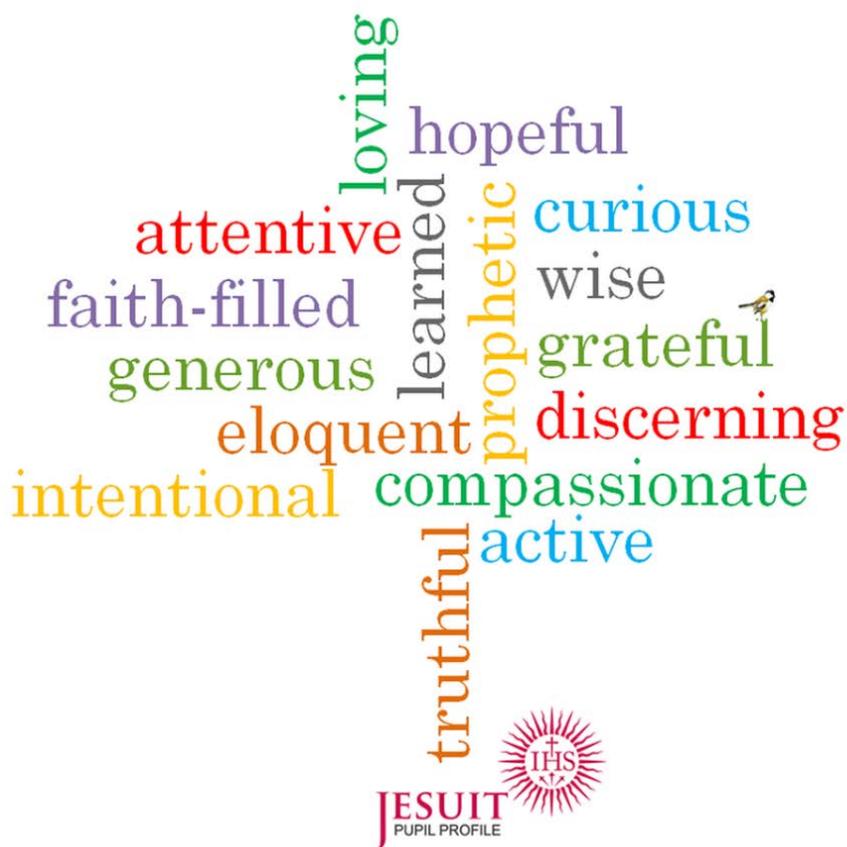
- Provide a well disciplined Christian environment with rules which are meaningful and relevant.
- Put Christ at the centre of everything we do by integrating the Gospel values and Jesuit virtues into every aspect of behaviour for learning.
- Encourage staff to work and pupils to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- Enable the children and staff to have a high level of personal self esteem.
- Encourage the children to be aware of their responsibilities as members of a class and the school community.
- Enable the children to understand and accept the consequence of their actions.
- Reinforce positive behaviour and give children responsibility.
- Encourage children to take a pride in themselves, their uniform and their school.
- Recognise the effort and attainment of all pupils whilst also valuing their diversity both in academic and non-academic achievements.

Circle Time

This forms an essential element of our Positive Behaviour Policy and each class holds regular class meetings or Circle Times. These are times when the class come together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class. The school has adopted Jenny Mosley's 'Quality Circle Time' approach.

Jesuit Virtues

As Catholics we desire to follow the teachings of the Gospel revealed through the Church. In the Gospels and our tradition we find the person of Jesus, through his teachings and interactions with people, showing us the way to live our lives. The Beatitudes (Matthew 5) encapsulate the values we want to live by and that we want to nurture and develop in our children:



We have a whole school focus on a pair of virtues every half term. Children receive weekly Star of the Week awards based on the virtues. The end of year Presentation assembly is a celebration of children's achievements based on the virtues.

Be Values

The following values have been developed in consultation with the School Council, parents, governors, staff and form part of our school reward system:

Be a friend of Jesus
Be happy
Be kind
Be thankful
Be hardworking
Be well-behaved
Be respectful
Be honest
Be helpful
Be responsible

These Be Values can be applied throughout the school and are used particularly in the Foundation Stage.

School Reward Systems

Praise and raising children's self-esteem is at the heart of the school policy.

Strategies to encourage good behaviour

The strategies to encourage good behaviour include to:

- Recognise and reward examples of good behaviour or good work.
- Recognise and reward effort to behave/work well.
- Display children's work in a prominent place.
- Give children classroom/school responsibilities.

Each class may have their own in-class reward system, but the following are whole-school strategies:

Golden Time

- Golden time is only used in the Foundation stage
- 'Golden Time' is a 30 minute session of a special activity that the children have chosen e.g. art, board games, bingo, parachute games, singing, etc.
- The aim of 'Golden Time' is that children who always stick to the rules will be rewarded for their good behaviour.

Super Class Reward

- Every KS1 and KS2 class will display the words 'super class' in their classroom.
- When the children achieve a class target a letter will be uncovered.
- When both words are fully uncovered the class will receive a reward.

House Points

- Children are awarded house points for effort in all areas.
- The children in the house achieving the most house points in one week to be awarded the house point trophy in the celebration assembly.
- The house with the most points at the end of the half-term will have an extra playtime.
- In Reception and Nursery children are awarded stickers on a chart/bumble bee. When they have 10 stickers they choose a special prize.
- In Early Years all children receive a sticker for good effort in all areas. Children place the sticker on a laminated bee and once they have collected 10 stickers they receive a prize from a class reward box. Each child is then issued with the next bee and this continues throughout the year.

Headteacher's Award and Golden Stickers

- Each week teachers nominate a child for the Headteacher's Award which is presented in assembly on Friday with a certificate.
- Children demonstrating exceptional effort or behaviour for learning will be referred to the Headteacher and be awarded a sticker.

Star of the Week certificates

- Each week, a child from each class is awarded a star of the week certificate for living out the Virtues.

End of the school year

- At the end of the school year a prize giving assembly is held.

Sanctions

Whilst attempting to be positive wherever possible, there will inevitably be occasions where children may behave in a disruptive or anti-social manner. (See separate plans for children with SEN)

1. Positive prompt (e.g. well done to all those children who are...)
2. General reminder of the Virtues and Be Values.
3. Individual warning (If choose to carry on breaking the rule you will...)
4. If the child continues to misbehave the class teacher will issue a consequence (e.g. missing 5 minutes of break or lunch time)
5. If the child continues to misbehave they will asked to work in another classroom through prior arrangement.
6. If the inappropriate behaviour persists the child will be asked to see the Phase Leader. The Phase Leader will record the incident on a 'Behaviour Form' (See Appendix A)
7. Where the Phase Leader has further concerns the issue will be referred to the Deputy/Headteacher.
8. The Phase Leader/Deputy/Headteacher will speak to parents if appropriate.

Foundation Stage - Golden Time

1. Move to the 'Bee hive', grey cloud or amber traffic light for thinking.
2. Observe desired behaviour - move back to the start or continue to break the rule and lose 5 minutes.
3. If 5 minutes is lost, move back to the beginning for a fresh start.

Red Cards

A red card/reprimand is given to children who deliberately misbehave or cause a physical injury to another person.

If a child receives 1 red card they are sent to the Key Stage Leaders who record the incident. The incident is discussed informally with parents at the earliest opportunity.

If a child receives 2 red cards/reprimands in a half term they are sent to the Headteacher.

If a child receives 3 red cards/reprimands a formal written invitation requesting parents to see the Headteacher is issued. [Appendix B]

If a child receives 4 red cards/reprimands in a half term they are put on report. [Appendix B]

At the beginning of each term, all red cards are wiped clean.

Serious offences

- Any form of racist behaviour/bullying will not be tolerated. This should be reported directly to the Headteacher. (See anti bullying policy)
- Where a child is displaying repeated anti-social behaviour they should be referred to the SENCO who in consultation with the class teacher will place the child on the appropriate stage of the SEN register and provide the child with an appropriate IBP/PSP (See SEN Policy).
- Liaison with outside agencies, if necessary.
- Withdrawal of privileges. Any children kept in during playtimes must be supervised.
- On occasion children who are not focused on their learning may be sent to work in a different classroom.

For severe breaches of discipline:

- Temporary fixed term exclusion for either lunchtimes or a stated number of days.
- Permanent exclusion.

(These may only be applied by the Headteacher after referral to the Governing Body).

Class Teachers will:

- Ensure children are aware of school and classroom rules and explain why they are necessary.
- Always be consistent in their approach to behaviour.
- Plan and organise both the classroom and lessons to keep pupils interested and thus minimise the opportunity for disruptive behaviour.
- Emphasise positive behaviour.
- Be alert to signs of bullying.
- Involve parents at the appropriate stage - always try to gain their support.
- Be strategically placed when children are leaving the premises and when they are moving from the playground to the classroom or other areas of the school.
- Use the agreed school system of record keeping and pupil profiles to identify potential learning and behavioural problems at an early stage.
- Be available, by appointment, to parents outside school hours.

Agreed by the Staff on: _____

Agreed by the Governors on: _____

Appendix B

Dear

You are aware that there is a disciplinary procedure within the school. Your child.....has now received three red cards during this half term.

Please make an appointment to see me so that we can work together to resolve this problem.

Yours sincerely,

Headteacher

Dear

Your child has now received four red cards and he/she is now going to be placed on report for a limited period of time.

Please make an appointment to see me so that this matter can be discussed further.

Yours sincerely,

Headteacher