



Behaviour Policy and Procedures

The Aim and Distinctive Character of the School

St. Theresa's is proud to be a Catholic School rooted in the Gospel values.

We are committed to celebrating and sharing our faith, as well as preparing children for life in a multi-cultural society and developing respect for the values and customs of others.

We are committed to delivering a broad and balanced curriculum to ensure that our children achieve the highest possible standards personal to them.

We aim to develop strong links between family and parish, enabling us to journey together with mutual support and respect.

Name of school:	St Theresa's Catholic Primary
Date of approval of this policy:	September 2018
Approved by:	Governing Body
Date of next review:	July 2019



BEHAVIOUR POLICY

Aims of the Policy

At St. Theresa's, we aim to create and maintain, through encouraging good behaviour and discipline, an atmosphere of positive relationships, and an environment which promotes high standards and effective learning. We expect and encourage respect towards one another through our school ethos, which promotes a positive, supportive and secure environment, where pupils have a sense of being valued and respected.

This policy aims to set out the appropriate procedures for dealing with inappropriate behaviour and is to be viewed in conjunction with the school's policy on restraint and anti-bullying Policy.

Our Behaviour Policy is intended to include everyone involved in school life, and to be reinforced by all. The same rules that apply within school are to be enforced outside of school too, for example, on school trips and visits.

A consistent approach is necessary, where appropriate, and children need regular reminders of what is and what is not acceptable, and what the consequences for unacceptable behaviour are.

It is important to recognise the different areas of misbehaviour and to appreciate that there will always be a reason for a child behaving inappropriately.

We appreciate that children need to learn how to behave correctly and that it is a duty of the school to help children in this learning. The four main reasons for misbehaviour are:

1. Attention
2. revenge
3. power
4. failure avoidance

See appendix 1 for more details on this.

A Positive Approach

We have a positive approach to behaviour, recognising, rewarding, celebrating and praising good behaviour.

We make a determined and conscious effort to:

- Greet and be greeted by name -- staff take the initiative
- Initiate conversation -- make time to chat with children
- Smile, build empathy -- try to understand the child's point of view, how they might be feeling
- Use humour -- it builds bridges
- Keep calm -- it reduces tension
- Listen, it earns respect
- Say thank you, we all appreciate it
- Say sorry when we get it wrong -- we are all human
- Bring up topics which may not be academic but which interest children



- Find something to like about all pupils
- Look out for pupil resourcefulness, we all need to feel good about ourselves
- Value pupil efforts as much as their achievements, often we do not experience big changes but small steps in the right direction and we need to notice these.

We set out each day to create a learning environment which supports all learners, things do go wrong and people make mistakes. The following outlines how we as a staff acknowledge what is good and ensure that consequences are administered fairly and consistently when mistakes are made.

At St Theresa's, children are encouraged:

- To celebrate who they are and to reflect on their talents and gifts
- To think about their rights and responsibilities
- To understand that other people's rights can only be respected if they behave responsibly
- To understand the difference between control and discipline. When children are controlled they do not behave badly because they are afraid of the consequences. When children understand self-discipline, they behave well because they know it is the right way to be.

We aim to provide children with:

- A warm, positive and affirming environment in which to learn
- Positive rules which are known and understood by all

Examples of Behaviour That Merit Encouragement

Punctuality, endeavour, co-operation, achievement, kindness, politeness, respect, care for others, enthusiasm, tidiness, appropriate quietness and stillness, patience, gentleness, reverence and self-control.

Examples of Behaviour That Are Unacceptable At St Theresa's

Physical violence of any sort, name calling, lack of care for people or property, acts likely to harm others or put a person's health or safety at risk, bullying, behaving in a way that disrupts learning, bad language, telling lies, racism and answering back.

School Rules

These are the core values on which everyone agrees -- the teacher/adult has the responsibility to interpret these rules in a fair and impartial manner, and in the interests of justice, with as little disruption to the teaching and learning of the children as possible.



We all have the right to:

- Feel safe
- Feel respected
- Learn

We use a range of positive recognition throughout school to promote these values, dependent on age and situation. See appendix 3.

Consequences for Misbehaviour

Evidence shows pupils respond better to logical consequences than to 'punishments'. They also respond better when there isn't direct eye contact (this can often lead to them giggling) and the use of the word 'we' instead of a direct 'you'. Where possible we get the child to think of the consequence, giving them ownership.

There are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions children may be sent out of class to another teacher with their work, for example.

If misbehaviour continues or is repeated, the child will be sent to the Deputy Headteacher. It is the Deputy Headteacher's responsibility to issue appropriate consequences and if necessary contact parents. Where necessary, the Deputy may refer incidents to the Headteacher.

If teachers become concerned about a pupil's behaviour pattern their parents will be invited to school to discuss the matter.

(This will be alongside other parties including, but not exclusively, the learning mentor, inclusion officer, deputy head teacher, Head teacher, outside agencies such as MAST.)

In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.

(Where a child is seriously hurt i.e. needing medical attention beyond basic first aid or where the violence does not desist as soon as adult intervention is introduced or where a weapon is chosen and used for the express purpose of harming someone, this would constitute 'seriously violent')

Temporary exclusions are one of the last resorts and may take the form of withdrawal at lunch times, internal exclusions, short term suspensions or exclusions for longer periods. See appendix 4 for DfE procedure guidance.

(These may be for a pattern of behaviour that persists during certain periods of the day or towards one particular child over a period of time – this can only be done when the ordinary behaviour procedures are having little or no effect upon the frequency/nature of events and then following the use of other interventions such as those available within school through the learning mentor or inclusion officer or through other agencies)

What is expected of Governors?

- They will monitor the Behaviour Policy.
- They will make the ultimate decision on permanent exclusion.



What is expected of our staff?

- Staff will do all that they can to celebrate pupils gifts and talents
- Actively teach behaviour
- We will "set the tone" and be positive role models for our pupils
- We will make every effort to provide a well organised, well displayed and attractive classroom for the children to learn in
- We will devise learning activities which will motivate pupils, encourage them to talk, share, and debate and cooperate
- We will be calm, fair and just and seek to bring children to an understanding of the mistakes they have made
- We will be focused on developing methods to support children and parents, develop a sense of responsibility and promote a positive ethos
- We will work as a team, sharing responsibility for behaviour management across the school
- We will acknowledge that we all make mistakes and that forgiveness is the key to moving on
- Teachers will help in developing positive attitudes and recognising good behaviour and work
- We will listen to children carefully and avoid jumping to conclusions, we will report incidents to the Phase Leader, Learning Mentor, SENCo, Deputy Headteacher or Headteacher if necessary. This may also mean recording it in the ECM file.
- We will follow our policy and systems consistently including;
 - Using three key questions when investigating incidents: What happened? How did you feel? What could you do if you feel like that again? A debriefing sheet may be used to aide this (post incident learning)
 - Using the serious incident report for recording serious incidents
 - Producing positive handling plans for those pupils who need it
 - Acknowledge expected behaviours

What is expected of our pupils?

- Pupils will be expected to follow our core values.
- Children are expected to report behaviour that concerns, hurts or worries them to an adult.
- Accept the times when things go wrong or they make mistakes and move on quickly.
- Children will support and forgive each other when things go wrong.
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

- Parents will support our school behaviour policy.



- Parents will be encouraged to help celebrate all that is positive and good in school and to acknowledge good behaviour at home.
- Parents are expected to contact school with any concerns or worries they have regarding their child to school as soon as possible.
- Parents are expected to play an active role in discussions when children are finding school difficult and to work with the school in finding solutions.
- They will try to set a good example for their children.

September 2016

Reviewed September 2017

Reviewed September 2018

Appendix 1

The four goals of misbehaviour

We need to look at what a child's motivation is for behaving in such a way and address that. **Generally*** this falls into four categories;

- Attention
- Revenge



- Power
- Failure avoidance

Attention

There are children who will do anything to get your attention, often because they do not feel they are getting attention elsewhere. You need to make sure you give them the attention but for the right reasons, eg. Hurdle help – once you have given instructions for what you want the class to do, go to the ones who would immediately seek your attention in some way, trying to beat them to it. It is often found that giving the attention seeker just one minute of your time just for them will stop them disrupting because they know they're going to get their time with you.

Revenge

This is often where children are taking out problems that they have at home on you. Sometimes it can be because a child feels they have been unfairly treated or humiliated. Depending on what character the child has, can depend on the severity of the revenge taken, eg. It can escalate to a child storming out of the classroom or worse. The trick is not to allow yourself to get into a confrontational situation because you've got nowhere to go. Those children who are misbehaving because of revenge respond better if you address them from the side avoiding eye contact, (often they won't look at you) and then walk away to give them time to take on board what you have said. The child will probably then do what you have said but show secondary behaviour as well, such as chuntering under their breath about you, (known in the trade as SNOT). If you take a child up on what they are doing then you are back to square one confrontation. The reason the child is doing it is to save face, the actual words aren't meant to be heard, if they were they'd be shouted. No doubt someone in the class will 'tell'. Give them the look because if you take them up on it then you're back to confrontation. Instead, at the end of the session tell the child to stay behind and that you need a word with them. That way everyone knows that the child has been told off, the behaviour was unacceptable and it also gives the child concerned time to think about what they have done and the consequences for it.

Power

More often than not this is one of the other forms in disguise. It is also the rarest and hardest to deal with. In every class you have the 'drivers' who will always try their best. We are now making sure that children realise that these 'drivers' are receiving incentives, encouraging their positive behaviour, in the hope that the 'velcro kids' attach themselves to them rather than the 'sceptics'. The more children who respond to this the harder it is for the power motivated to succeed because children don't want to be 'stuck' to them.

Failure avoidance



This is the child who will do anything to avoid starting work mainly because they think they won't succeed or because they know you've set them something different from the rest of the class because they can't do it. A way of changing this is to change the way you ask them to do the work. For example, 'I've done this work for you but I think I've made it too hard.' They will respond with, 'I'll give it a try.' Tell them if you think I've made it too hard tell me. This way they don't mind trying it or admitting they are having problems because you have told them you're the one to blame, you made it too hard.

Children can get dis-heartened and give up quickly if they find it hard. When they say they can't do it, you say 'I couldn't have explained this properly could I?' by taking the blame away from the children you are encouraging them to try harder.

For those who struggle and slow down to avoid failure, get them to draw smiley faces at the bottom of their work for every sentence/sum they've done, so you can see at a glance how far they've got. This works well with boys.

Incentives

These need to start small and build up. The least intrusive methods work best as more time is spent teaching. Everyone can use effective praise statements. Laura – you're sitting nicely –good. It has to be genuine and don't overdo it with superlatives as it devalues the statement.

*We acknowledge that there are times when a child's medical needs can present as misbehaviour. This can be addressed through special needs. Please refer to SEND policy.



Appendix 2

Possible Logical Consequences

ALL CHILDREN MUST HAVE BREAKS IN THE MORNING AND LUNCH. IF CHILDREN CHOOSE TO STAY IN THEY MUST BE SUPERVISED, HAVE A TIMER AND ONLY STAY IN FOR AGE APPROPRIATE TIME (5 MINUTES FOR KS1, MAXIMUM OF 10 MINS FOR UKS2).

BEHAVIOURS	LOGICAL CONSEQUENCE
Shouting out	Can you be quiet for the time it takes the sand to travel through the egg timer?
Swinging on chair/throwing chair	Just stand up for me. When you think you can sit properly sit down. Use egg timer.
Telling tales	You carry on with what you are doing and I will watch them. Have you tried asking them why they are doing that?
Disturbing others	Would you like to move away from them and work where you won't be disturbed?
Physical/fighting	Acceptance of consequence. 'Victim' to come up with consequence. An active consequence is needed eg. Running the line, doing jobs. Parents involved if severity warrants it.
Verbal to others	Talking like that is rude/offensive and not acceptable. Model appropriate language. Apologies using polite language.
Not listening/ distracted	Can you show me you understand what to do by explaining it to someone else?
Not completing work/ work avoidance	We need to get this work finished so when would you like to do it? Playtime? Lunchtime? At home?
Pushing to be first	Use the lollipop sticks to pick who is first or the star of the day person.
Loud voices	Model appropriate level. Inside/outside voices, partner voices. Soft music?
Class clown	Ignore the behaviour and focus their attention to something else like the work avoidance consequences or give a job. Talk to them after about their behaviours.
Answering back/ 'yes but...'	Talking like that is rude/offensive and not acceptable. Model appropriate language and how to listen and take turns. Apologies using polite language.
Messing about in the cloakroom/toilets	They need to tidy up with supervision in their time. Eg. We've made a bit of a mess here, what should we do?
Graffiti	Wash it off/ clean it up with supervision. Eg. We've made a bit of a mess here, what should we do?
Need for constant praise	Can you show a friend what to do or how to do it?
House keeping	They need to tidy up with supervision in their time. Eg. We've made a bit of a mess here, what should we do?
Time out of class needed/ cooling off period	Send with an egg timer. Give them something quick to do while the sand runs through eg. Times tables, how many times can you.....?

CHILDREN WILL BE MONITORED AND ACTION TAKEN IF ANY OF THE ABOVE ARE REGULARLY OCCURRING.



How we support you to make the right choice?

We all have the **right** to:

Feel safe
Feel respected
Learn

This means we have the **responsibility** to make sure:

We keep each other safe
We show respect to each other
We learn from each other

When you make the right choices you will:

- **improve your learning**
- **you will feel happier**

We will teach you how to behave positively with each other.
We will be positive role models for each other.
We will concentrate on the behaviours we expect to see.

Making the right choices might result in you:

- **receiving an acknowledgement**
- **earning house points**
- **receiving certificates**
- **having your achievements shared with your parents**



How we support you to make the right choice?

If you are finding making the right choices difficult we will:

- **Remind you about what is expected**
- **Give a verbal warning explaining what will happen next**
- **Give you a timeout in the classroom**
- **Give you a timeout in another linked classroom.**
- **Help you find the logical consequence**
- **Refer you to the Deputy Head**
- **Talk to your parents**
- **Speak to the Headteacher and the Learning Mentor.**

If a pattern of behaviour, over a period of time, is being observed or concerns are being raised, the Learning Mentor and/or Inclusion Officer may become involved to further support the making of good choices. This will be a conversation between teacher, learning mentor and parents. An individual support plan will be put in place and monitored.

How can you support others to make the right choice?

If you see someone **not** making the right choices you must:

- **Tell the nearest member of staff**
- **Trust that the member of staff will deal with it properly, giving consequences if needed**

Remember

By telling a member of staff and not getting involved you are making the right choice.



Appendix 4

Exclusions Process – Flowchart

