



Behaviour Management Policy

At St Teresa's Catholic Academy our SAINTS Beatitudes are our set of values which underpin all of our interactions with every member of our school community. We expect all of our stakeholders to abide and promote them, including:

- Staff
- Parents
- Governors
- Pupils
- Visitors

They are based on our core Gospel Values and are presented within the acronym 'SAINTS':

- **STRIVE** - A willingness to do your best. This means always having a Growth Mindset.
- **ACCEPTANCE**- A willingness to be a kind person to everybody, no matter what. This means loving and respecting others by welcoming and including them as friends.
- **INTEGRITY** - A willingness to be honest in what I say and do. This means being truthful, trustworthy and responsible.
- **NURTURE** - a willingness to care for others and the environment. This means looking after our Community and environment and encouraging them to grow.
- **TALENTS** - a willingness to use and develop our gifts. This means we learn respectfully to achieve the very best we can.
- **SERVICE** - a willingness to serve without being asked or expecting a reward. This means making good choices, putting the school community first and trying to live as Jesus wanted.

We recognise in our school, learning needs to take place in a welcoming and caring environment where relationships between parents/carers, staff and children are based on respect. Wherever possible we aim to use positive strategies for behaviour management and will work in partnership to promote our values.

We recognise that to achieve high standards of behaviour and discipline:

- Every member of staff must accept responsibility for discipline at all times, including outside of the classroom environment;
- Classroom management, organisation and daily routines need to be clear, concise and **consistent**;
- Work should be appropriately differentiated for all pupils to offer challenge and support;
- All staff should be aware of strategies to avoid conflict and confrontation;
- Clear and agreed rewards must be available and used, recognising that pupils who are well motivated are less inclined to behavioural problems;
- Effective and measured sanctions must be used as necessary;
- Pupils and staff need to be clear about what is meant by bullying, and that it will not be tolerated. Where bullying is identified staff should refer to the **Anti-Bullying Policy**.

Our purpose is:

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit the learning or impede the potential of the individual or any other member of the class.

This policy should be read in conjunction with the School policies on Anti-bullying, Safeguarding, Special Educational Needs, and our Home School agreement.

Values:

Our school values have been developed alongside our Gospel Values and serve as a compass for our actions and how we behave at St Teresa's.

Anti-social behaviour is not acceptable. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Teachers should encourage ownership of values through the use of class rules (developed with pupils at the beginning of the school year) and class-based Personal, Social and Health Education/discussion on a regular basis and through modelling, reinforcement and direct teaching. Our SAINTS Beatitudes should be referred to when correcting and praising individual/group behaviour.

Behaviour Guidelines Procedures:

No child should ever be sent to stand outside of a classroom; the ladder of consequence should always be followed so they are given an opportunity and support to change their behaviour.

Behaviour Guidelines Rewards:

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

The expectation is for the majority of children to reach a bronze certificate by the end of the autumn term, silver by the end of spring and gold by the end of the summer term.

Rewards:

- Favourable comments can and should be entered on pieces of work, (see Marking and Feedback Policy).
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations or an entry in the 'Golden Book'.
- 'Amazing children' (those who have stayed in green zone all week) have a 10 minute extra playtime every Friday morning led by the Headteacher and Deputy Head.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Friends, Monitors, and School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Smileys. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Consistently displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task.
- Going above and beyond our expectations.

When awarding the Smiley the member of staff should reinforce the good behaviour and link it back to our SAINTS Beatitudes.

Once awarded a Smiley can never be deducted. They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:

- 1 to 3 Smiley - Teacher discretion for any noteworthy behaviour -recorded on class chart
- **Anything above 3 would qualify for an entry in the Headteacher's Golden Book**

AWARDS	
100	Bronze Award
200	Silver Award
300	Gold Award

- Commendations and awards are recorded on each child's individual 'Good Behaviour Card' which is kept in their personal 'Marvellous Me' file.

A 'Smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

Certificates

A weekly 'Celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Children are awarded a certificate from the Headteacher which is linked to our SAINTS Beatitudes.

Zone Boards

Each classroom has a Zone Board with names of the class children individually placed in the Green Zone at the beginning of the school day. In KS1, at the end of the morning all those who have moved up a zone move back down one zone (i.e. Orange to Green, Red to Orange). All children start in the Green Zone the following day. In KS2 the children are not moved back down at the end of the morning and must improve their behaviour in order to move back into the green zone. In Foundation Stage the children have the opportunity to move at the end of each session.

Exemplary Behaviour

Children who have stayed in the green zone all week will be rewarded by having an additional 10 minutes playtime (on the Friday) with the Headteacher.

Behaviour Guidelines – Sanctions:

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual pupils circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour which includes the use of the zone boards and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour was not acceptable. Refer to our SAINTS Beatitudes to ensure the child recognises which value was not being shown.

SANCTIONS PROCEDURE:

All children and staff should be familiar with the Sanctions and follow 'the Ladder of Consequence' (Appendix A) accordingly.

There are some actions that if children are caught doing, they will move directly to the Red Zone. They are:

- Spitting
- Swearing
- Physically hurting someone
- Bullying
- Endangering the safety of others
- Not respecting school property

At this point child is referred to the Deputy Head or School Manager who will investigate the incident and then, if appropriate, they will issue a letter home to parents informing them of the incident and the sanction their child has received. A phone call will be made to the parents before the end of the school day so they are aware of the incident.

The class teacher will be informed, the letter is photocopied and put in a central file kept in the office. The child will also move themselves into the red zone.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a rule for minor misdemeanours, the following ladder of consequences should be adhered to, with steps 1 and 2 being compulsory. Sanctions are generally given far less frequently than rewards.

For children who consistently struggle to follow the rules staff should do the following:

- Discuss the issues with the SENCo or Pastoral Lead: consider the need for specific intervention
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Arrange a meeting with parents to investigate possible causes/alternative strategies and incentives.
- Consider referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

In extreme circumstances, where there is risk of harm, to either a child or a member of staff, positive handling strategies will be used by trained members of staff.

In more serious cases the school will follow the Exclusion Policy.

Appendix A – The Ladder of Consequence

For serious or extreme behaviour move your name to red – see Mrs Finnegan or the School Manager. A letter will be sent home to your parents

If unacceptable behaviour continues or escalates go to your buddy class (name stays in Orange)

If behaviour doesn't improve, move your name to Orange on the zone board

Warning



All Behaviour incidents should be recorded on the weekly class behaviour log which is collected every Friday by Mrs Peters.