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 that at St Teresa's, 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.

<u>Our purpose is:</u>

- 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, Home School agreement where appropriate.

Reviewed Sept 2020

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.

The Teacher's Role:

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and the Leadership Team. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices; they should receive consistent positive encouragement as means of motivation and should be taught to manage their own behaviour.

Teachers should recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Behaviour Guidelines Procedures:

No child should ever be 'sent to the head' as a sanction. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the Assistant Headteacher should be sent for. If unavailable, the School Manager should be called.
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.

Movement in and around School:

All movement in and around school should be purposeful. All staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so by being reminded of what is expected, for example, if observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!'

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should always be thanked, praised and rewarded with a 'Smiley'.

Movement around School - Suggested Procedures for Large Groups

- Staff member to raise one hand in the air to gain children's attention
- Give out any instructions and set expectations; children should always be silent when moving through school.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of belongings as they pass rather than walk over them (thank /reward them for doing this).

- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.
- Staff members should always model the above behaviours.

Movement around School - Suggested Procedures for Individual Children:

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision:

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of four staff members (2 teachers and 2 teaching assistants) are required to supervise playtimes. The teachers on duty should be present on the playground by 8:40am. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.
Two members of staff should be on the Convent Land and the other two on the main Playground, all should be wearing an orange Hi-Vis jacket and there should be a walkie-talkie in both areas so staff can communicate any concerns with each other or the School Manager. One member of staff should collect the 10 toilet bands (blue) and 5 First Aid bands (red) from the hook in the Club room. These bands should be counted up at the end of break and placed back on the hook.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. They should also ensure children stay in their designated areas (FS & KS1 go to the yellow line only and do not cross into the larger part of the playground) and play ball games only at lunchtimes on the Convent Land.

One of the teachers on duty should send a 'runner' to the staff room a minute before the bell is to be rung so staff have ample time to come to the playground. At this point they should also radio the staff on the Convent Land so they can start sending the children back to the playground. If, for whatever reason, the runner does not come, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not come at the end of playtime, the duty teachers should not send children into the building unsupervised, but send for the School Manager. Good behaviour whilst entering school should be reinforced with praise and the awarding of a 'Smiley'.

In poor weather, the School Manager will make the decision as to whether or not the children can go out, at least 10 minutes before the beginning of playtime and will send a message accordingly. In the event of a wet break, the teachers and TA's on duty will monitor the corridors and Year 6 children will be 'wet-play' monitors. At lunchtimes the School Manager will liaise with the Lunchtime Supervisor to decide whether it is a wet break.

Playground procedures:
In order to influence behaviour when dismissing children; at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes for any reason other than to visit the toilet. If staff notice a child in school during playtime without a toilet or First Aid

band they should challenge them. In the interests of Health and Safety no children should be upstairs for any reason.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to the School Manager according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by our Fist Aider.

The teacher ringing the first bell will remind all children that they should be still and silent. On the second bell the children walk to their lines sensibly and silently.

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 Assistant 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**

INFANT		JUNIOR	
100	Bronze Award	50	Bronze Award
200	Silver Award	100	Silver Award
300	Gold Award	150	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.

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 going out to play 10 minutes early (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, Inclusion Manager 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. Express your displeasure with the action and never the child i.e. 'That was a silly thing to do because…' and not 'You are a silly boy'. Refer back to our SAINTS Beatitudes to ensure the child recognises which value was not being shown

Note
There are some actions that if children are caught doing they will move directly to the Red Zone. They are: (Step 4)

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

At this point child is referred to the Assistant Head who will investigate the incident and then, if appropriate, they will issue a red letter to send home to parents informing them of the incident and the sanction their child has received, if necessary they will also phone the parent.

The class teacher will be informed, the letter is photocopied and put in the child's 'Marvellous Me' folder. The child will also move themselves into the red zone.

SANCTIONS PROCEDURE:

Children should be familiar with the procedures and know what will happen next if they refuse the sanction or continue with the behaviour. (Ladder of consequences.) 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.

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 general rule for minor misdemeanours, the following ladder of consequences should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:
Use normal strategies, e.g. Polite requests, up to 2 warnings (FS & KS1)/ 1 warning (KS2) repositioning, separating etc.

Step 1 (Classroom teacher) Give a final warning:
Use the agreed phrase, 'This is your final warning. Do you understand?'
Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.
FROM NOW ON NO MORE WARNINGS – TAKE ACTION

Step 2 (Classroom teacher) Time Out (A)

- Child placed on orange zone board and sent to designated chair/area of classroom.
- A period of set time (according to the age of the child) sitting alone in order to reflect; calm down etc. without causing disturbance.
- In KS2 the child records when, why on class list at isolation table. In KS1 the incident is recorded by a member of staff with the child.

If behaviour improves the child may return to the lesson, if not, or if the child refuses move the Step 3.

Step 3 (Buddy Class) Time Out (B)

- Child sent to designated Buddy class, accompanied by an adult.
- Up to 15 minutes working alone without causing disturbance.
- Removal of playtime.

If behaviour improves the child may return to the lesson, if not, or if the child refuses move the Step 3.

Step 4 Assistant Head Time Out (C)

- Child escorted to Assistant Head who investigate and record the incident.
- Child placed on red zone board and parents informed of incident by formal letter (a copy of which is kept in the child's Marvellous Me file)
- 1 session to half a day working alone without causing disturbance.
- Removal of playtime and lunchtime.

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

- Discuss the issues with the Inclusion Manager: 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 more serious cases the school will follow the Exclusion Policy.

APPENDIX A

GOOD PRACTICE - The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards and promote the schools' values
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

Never:-

- Humiliate -it breeds resentment
- Shout -it diminishes you
- Over react -the problem will grow
- Use blanket punishment -the innocent will resent you
- Over punish -never punish what you cannot prove

CHILDREN'S RIGHTS	**CHILDRENS RESPONSIBILITIES**
• be safe; • fair treatment; • be heard; • be treated with respect; • be able to learn and teach without unnecessary interruption.	• let others get on with their work; • sort out disagreements calmly; • treating everyone with fairness and respect; • Develop a sense of right and wrong; • Be responsible for their actions; • Build the skills necessary for membership of a community; • Develop a sense of self-worth.

Appendix B (to be used during the Covid-19 Pandemic)

During the current Covid-19 Pandemic the following changes to our Behaviour Policy must be adhered to:

- Smileys should be awarded verbally and not physically given to children.
- Smiley assembly will still take place on a Friday morning. Only one bubble group will attend the assembly in the Hall; the remaining bubble groups will attend via Teams.
- Smiley break will not take place during this time.
- The School Manager will make the decision about Wet break and will communicate this to the rest of the school via Walkie-Talkie before the beginning of break and lunchtime.
- Bubble staff on break duty must have a walkie-talkie.
- Staff should use their personal whistle to signify the end of break rather than the bell
- Children may only use the areas of the school and playground that are assigned to their bubble.
- Children and staff will maintain social distance guidelines when moving around the school.
- Children should not be used to send messages around the school.
- Doors should be propped open so they do not need to be touched by staff or pupils.
- In the event of a child behaving inappropriately they should not be sent outside of the classroom or to their Buddy class. Instead the Head or Assistant Head should be contacted via Walkie-talkie.
- Each incident of inappropriate behaviour should be given individual consideration depending on the individual circumstances.
- If there are continued incidents of inappropriate behaviour (i.e. not adhering to social distancing guidelines) an individual Risk Assessment will be created for the pupil in consultation with parents.