



St Teresa's Catholic Academy Behaviour Management Policy

1. Introduction

At St Teresa's Catholic Academy we have developed a set of values that underpin all of our interactions with children, adults and the whole School community. We expect all of our stakeholders to abide and promote them, including:

- Staff
- Parents
- Governors
- Pupils
- Visitors

They are particularly important in the context of our Behaviour Management Policy. They are based on our core Gospel Values and these Beatitudes 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 the School aims to use positive strategies for behaviour management and will work in partnership to promote our values.

The School recognises that to achieve high standards of behaviour and discipline:

- Every member of staff must accept responsibility for discipline at all times, including in the playground and the corridors;
- Classroom management, organisation and daily routines need to be clear, concise and consistent;
- There must be provision of appropriate work;
- Teachers and support staff should be aware of strategies to avoid conflict and confrontation in the classroom;
- A set of rules needs to be agreed regularly with pupils and staff and clearly laid out for all to follow;

- 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;
- Clear procedures need to be available and used consistently by all staff;
- 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 learning or impede potential.

This policy should be read in conjunction with the School policies on Anti-bullying, Safeguarding, Special Educational Needs, Physical Intervention, Home School agreement where appropriate.

2. 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. The values should be referred to when correcting and praising individual/group behaviour.

3. The Teacher's Role

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

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

4. Behaviour Guidelines Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the School Manager or the Inclusion Manager should be sent for. If unavailable, the deputy or most senior staff member available should be called.

4.1 Movement in and around School

All movement in and around school should be purposeful. 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; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

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!'

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play. (see Sanctions)

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'.

4.2 Movement around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- 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).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing 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 person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

4.3 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.

4.4 Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of three staff members (2 teachers and 1 teaching assistant) are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. Staff 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. The 'Playground Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

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.

A bell is rung at the end of play to inform staff that they should go to the playground to collect their classes. If, for whatever reason, the bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher 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, children should not go outside at break time. In these circumstances, the teachers and TA on duty will monitor the corridors. Year 6 children will be 'wet-play' monitors.

4.5 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.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

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

The teacher ringing the bell will remind all children that playtime is now over and that a change in behaviour is expected in and around school (i.e. indoor voices).

5. 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, in public or in private; 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.

5.1 Rewards

General

- Favourable comments can and should be entered on pieces of work, (see Marking and Feedback Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in class, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.
- 'Amazing children' (those who have stayed in green zone all week or achieved 8 smileys in a week) have a 10 minute extra playtime every Friday morning led by the Headteacher/Deputy.
- 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.

5.2 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.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

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 5 Smileys:
(Teacher discretion for any noteworthy behaviour -recorded on class chart)
- 10 Smileys=Teacher commendation: (recorded on 'Good Behaviour card – in Assertive Mentoring file)

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 Assertive Mentoring 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

5.3 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.

5.4 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.

5.5 Exemplary Behaviour

Children who have stayed in the green zone all week or have achieved 8 smileys or more will be rewarded by going out to play 10 minutes early (on the Friday) with the Headteacher.

6. 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 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 what they have done is 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'.

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

At this point child is referred to the Deputy Headteacher or Inclusion Manager 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 Assertive Mentoring folder. The child will also move themselves into the red zone.

7.1 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.)

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:

(Classroom teacher) Use normal strategies:
e.g. Polite requests, up to 2 warnings, 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 return to lesson. If not or if child refuses, move to Step 3

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.

- Discussion with Team Leader and/or Inclusion Manager : consider Behaviour Intervention.

Step 3 (Buddy Class) Time Out (B)

- Child sent to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Removal of playtime.
- Child records when, why in Attitude section of Mentoring file.

If behaviour improves return to class. If not or if child refuses, move to step 4

For a regular offender:

- Discussion with Deputy Headteacher, Team Leader and Inclusion Manager: consider specific interventions
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Deputy Head/ Inclusion Manager) Time Out (C)

- Child escorted to Deputy Head/ Inclusion Manager 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 Assertive Mentoring file)
- 1 session to half a day working alone without causing disturbance.
- Removal of playtime and lunchtime.

If behaviour improves return to class. If not or if child refuses, move to Step 5

For a regular offender:

- Discussion with Team Leader / Head/ Inclusion Manager : consider the need for specific intervention
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head) Success Chart (On Report)

- Teacher completes a Behaviour Assessment Profile.
- To involve all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc to consider a CAF. Success Chart meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Success Chart to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly
- Refer to Inclusion Manager for Pastoral Support Plan if appropriate.

If targets are achieved remove from Success Chart.

Sanctions Procedure:**Playground**Misdemeanours

If a minor infringement occurs:

Step 1

- Give a polite but firm request to stop.

Step 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step3

- Isolate the child in the pack lunch area of the club room in order to reflect and calm down. No longer than 5 minutes and visual supervision must be maintained.
- Record child's name and reason in the Playground Book (in first aid)

Step 4

- Treat as "Unacceptable Behaviour"

For regular misdemeanours, teachers will be informed and the child will receive additional sanctions such as loss of playtimes. For persistent misdemeanours parents will be informed and the child will receive further addition sanctions such as loss of playtimes and extra-curricular clubs.

If there is no improvement the child will go 'On Report' with clear targets for lunchtime behaviour. If there is no improvement the child will go on a 'Lunchtime Agreement' with clear targets for lunchtime behaviour in order to avoid further sanctions.

Any child continuing to present problems after three exclusions in one week or more in an academic year will be excluded from lunchtimes for an agreed period of time. The School Manager is responsible for monitoring the Playground Book daily and informing staff of the need for further sanctions.

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

<u>CHILDREN'S RIGHTS</u>	<u>CHILDRENS RESPONSIBILITIES</u>
<ul style="list-style-type: none">• be safe;• fair treatment;• be heard;• be treated with respect;• be able to learn and teach without unnecessary interruption.	<ul style="list-style-type: none">• 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

RECORDING ISOLATION: Notes

Time Out A : a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B: one sheet per child

All should be recorded and stored in the child's Mentoring File:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion

Time Out C: one sheet per incident

More detailed recording required. What happened, and why.

Red letter sent to parents

All should be recorded and stored in the child's Mentoring File:

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

- disturbing class
- being a nuisance' – meaningless and open to misinterpretation rather:
 - 'Tore up Anthony Brown's work'
 - 'Thumped Rebecca Smith in the back',
 - '**Refused** to sit for full story