

St Therese's Catholic Primary School



Positive Behaviour Policy

Date Reviewed by Governing Body: _____

Signature of Chair: _____

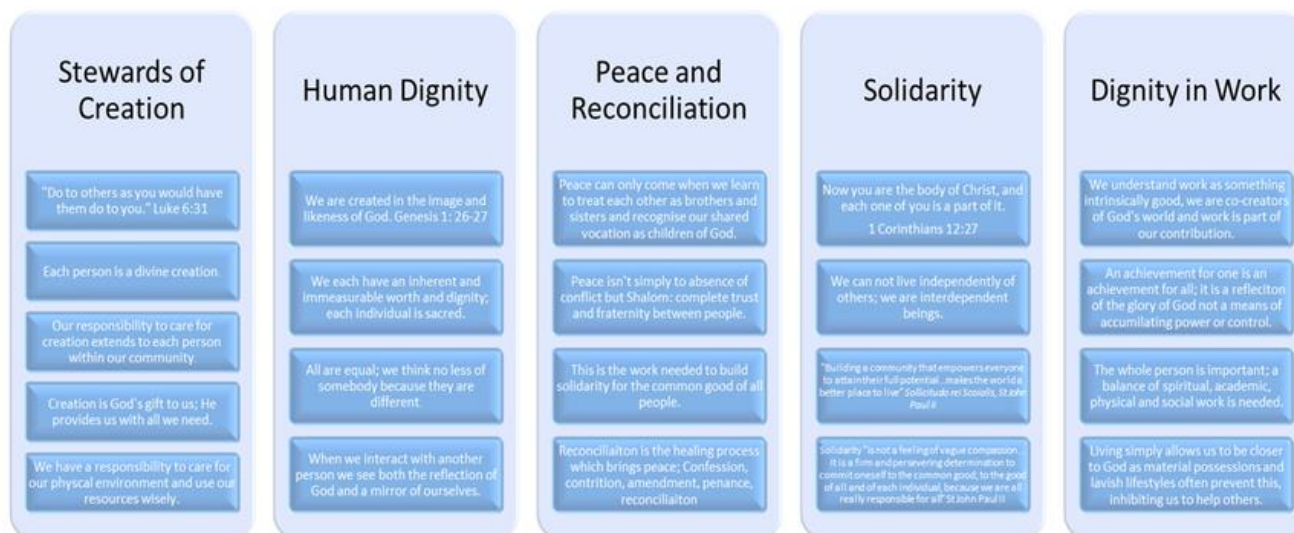
Signature of Headteacher: _____

Date to be further reviewed: _____

**“Find one person who does what is right and tries to be faithful to God...
the Lord will forgive.”
(Jer 5:1)**

The staff and Governors of St Therese’s RC Primary School believe that low self-esteem affects behaviour, learning and relationships. Self-esteem is the personal picture we have of ourselves, our strengths, weaknesses, abilities and limitations. Our image is built up by the positive and negative responses of the people we come into contact with.

Behaviour and Catholic Social Teaching



It is our duty to give children boundaries to give them security in making choices and expectations in line with the mission of the school, this rationale, as a right's respecting school, and Christ's teaching.

- St Therese’s Catholic Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning.
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.
- Our behaviour policy guides staff to teach self-discipline not blind compliance.
- It echoes our core values with its emphasis on respectful behaviour, a partnership approach to managing poor conduct, and dynamic interventions that support staff and learners.
- Every person in our school is valued and expected to make a contribution towards a calm and equitable environment whilst striving to do the best they can.
- Everyone has the right to be treated with respect; the teachers in their role as professionals; pupils as enthusiastic and motivated learners, and parents as a support who will preparing their children for school life and continue to support their learning at home and their social development.

This can only be achieved through mutual trust and support. Everyone in our school needs praise, success, recognition and knowledge that they are loved as children of God and that Christ is at the centre of everything we do.

Therefore, the purpose of this policy is to manage the behaviour in the school to provide an education that all can access. To do this successfully, good order has to exist. It is given high priority and lies at the very centre of our school. Gospel values of truth, justice and equity, service and celebration are central to the children achieving success.

Aims and Objectives

1. To form an ethos of caring, empathic, healthy, confident individuals who will become ethically informed citizens of our school and wider community.
2. To make school an interesting, enjoyable, safe, secure, and caring environment for children's learning where Christian values are lived.
3. To develop and foster mutual respect between adults and children, children and children and adults and adults.
4. To build up self-esteem and self-worth by developing positive attitudes.
5. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to deal with unwanted behaviours.
6. To provide an appropriate form of behaviour for self-control and taking responsibility for their own actions.

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**:



"When adults change, everything changes", Paul Dix, Pivotal Education

The Pivotal approach starts with the behaviour of adults, with staff expected to maintain a calm approach at all times. We have 3 school rules;

1. Be Respectful
2. Be Safe
3. Be Responsible

Our golden rules are lived throughout St Therese's, and can be seen displayed in each classroom and areas of congregation. These explain the 3 core values in more detail, to deepen learners understanding.

Classroom Positive Behaviour

Classroom rules are then developed in partnership with the learners at the beginning of term. These rules fall under the umbrella of the three school rules. This clarifies the behaviour expected from pupils and what they can expect in return. Class charters in line with the UNCRC rights of the child, are used to promote positive behaviour and encourage children to take responsibility for their behaviour and see how it affects others. Zones of Regulation are embedded in each class and learners are encouraged to reflect on which zone they are in and find the strategies they need to either remain in the green zone or return to it. This may be alone or with adult support.

Article 2- All children have these rights no matter what. All children should be treated equally.

Article 4- The Government should make sure all children and young people get these rights.

The aim is to have a fair, consistent way to establish a safe, orderly, positive learning environment where teachers can teach and children can learn.

Throughout our positive behaviour strategy, all steps have been carefully considered with St. Therese's Additional Learning needs policy in mind.

The classroom positive behaviour plan, stresses positive recognition, encourages responsible behaviour and raises self-esteem.

Positive Recognition - Individual

Individual positive recognition includes:-

- Praise
- Headteacher Stickers
- Certificates
- Text message home to parents
- Comments in your books
- Your work will go on display
- Opportunities for greater responsibility - Helpwyr yr Dydd
- Class Treats
- Special outings

Positive Recognition - Whole class

The class wide positive recognition system rewards the entire class. It motivates children to learn a new behaviour or to work on a problem behaviour. It shows children how important it is to work together to achieve a common goal.

All classes have a Dojo account. Learners are awarded points for positive behaviour. Staff are encouraged to use this as an incentive for whole class positive behaviour. Recognition for earned rewards can be;

- Golden Time
- Free choice
- Art/craft project
- Extra P.E time
- Extra Play

Consequences

At St Therese's RC Primary School, we show children that we care enough to let them know that certain behaviour is not acceptable. We teach them that inappropriate behaviour carries with it very real consequences.

Stage 1

We expect everyone to be on "stage 1".

While on stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values.

We are all human and therefore everyone might need a reminder from time to time.

Redirection/ Reminder – A positive encouragement to follow our school rules

Script: Name, I am giving you a rule reminder.

When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule)

Stage 2 – Warning

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

“Your behaviour.... your choice”

Learners will be reminded of their previous good conduct to prove that they can make good choices. Learners will be reminded to access their ‘Zones’ knowledge at this point and given the opportunity to utilise any strategies that they might need to use.

Once this happens the and they are back on stage 1

Script: NAME, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to be on Stage 2. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

Stage 3 – Time Out

If the behaviour continues the adult may decide that “time out” away from the distraction is necessary. This may be within their own classroom, in another classroom or in another room supervised by an adult. This should be no longer than; 2 minutes for Nursery, 5 minutes for Foundation Phase and year 3 and 10 minutes for Upper Key Stage 2. Once this is complete, go back to stage 1. Time-out is always adult supervised. ‘Zones’ strategies should be offered at this point.

A pupil can only reach stage 3, two times in one day or go straight to stage 4.

Script (as used by adults): NAME, you are now choosing to be on Stage 3 because you are not following our rule of (name rule here). We will discuss this later. You need to take some time out to help you focus and ensure you get back to stage 1.

A restorative conversation will be had with any child reaching stage 3.

Restorative Conversation

5 questions for Key Stage 2 or 3 for Foundation Phase is usually enough from the following:

- What happened? *
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- Who has been directly affected?
- How have they been affected?
- What should we do to put things right? *
- How can we do things differently in the future?

Stage 4 – Reflection time/Loss of privileges

Depending on the circumstance, the child will be sent to one of the Senior Leadership or Pastoral Care Team. The adult involved will complete a Reflection Time sheet, and will decide on a necessary consequence and loss of privilege. This should be related to the rule that was broken where possible.

This is a time when the learner will sit away from the remainder of their class and will complete a reflection about their behaviour choice as well as continuing with their work independently.

This reflection will be appropriate to their age and understanding and generally is led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.

There will be a consequence for their choices in the form of loss of privilege (longer periods of break/lunchtime lost, exclusions from activities

Loss of privilege will be with an appropriate adult.

Script: **NAME, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult to take you to another room so that we can continue to enjoying our learning in class.**

Parents will be invited in to discuss the child's behaviour.

A restorative conversation will be had with any child reaching stage 4 by the person who has issued it and the supporting adult together.

3 questions for Foundation Phase or 5 for Key Stage 2 is usually enough from the following:

- What happened? *
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- Who has been directly affected?
- How have they been affected?
- What should we do to put things right? *
- How can we do things differently in the future?

If a pupil reaches stage 4, twice in one week, stage 5 will be implemented.

Step 5: Parents, Mrs Lewis and the learner will meet to discuss a behaviour plan.

- The behaviour plan will last for 2 weeks.
- Targets will be set for the learner to achieve.
- Targets will be reviewed after the 2 week period.

Step 6: Additional Learning Provision Considered. Early Intervention

All children who are identified as having difficulties with managing behaviours, will be referred to the Headteacher and ALNCo immediately.

The Headteacher and ALNCo will then decide if the children need to have a personalised support plan or be referred to the Educational Psychologist service / inclusion service and what further action is required with agreement of parents.

Staff Responsibility

It is important that staff maintain the schools Behaviour strategy message not only by what they say but also by what they do.

Positive Behaviour will be actively promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building
- Accepting responsibility for all pupils, not just those in their class
- Sharing problems and successful strategies for dealing with them
- Having common standards of behavioural expectations
- Always informing parents of consequences given.

Sending Children to the Headteacher

All staff are actively encouraged to send pupils to the Headteacher to share and celebrate achievements, progress or acts of kindness. Efforts will be rewarded accordingly.

Conclusion

At St Therese's Catholic Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Each member of our community is made by God, in His image and likeness, and in our interactions with each other we encounter God each day. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to discern and achieve their vocation; to become stewards of creation and citizens for a better world. Our own vocation, our ambitions for our pupils, drive us in pursuit of excellence every day.

The Stages