St Teresa's Catholic Primary School

"Made In the Image of God"

Behaviour Policy

At St Teresa's Catholic Primary School, our staff and children agreed to keep our behaviour promises:

1. Behaviour Policy Aims:

At St Teresa's, we believe that all children have the right to feel safe, respected, and supported in school and this is rooted in Jesus' New Commandment, "Love one another, as I have loved you," (John 13:34). This policy exists to:

- Promote a calm, positive and purposeful learning environment.
- Encourage children to show that they are respectful, responsible and resilient in all they do.
- Ensure consistency in behaviour expectations and consequences across school.
- Support staff, pupils, and parents in working together for the good of all children.
- Fulfil our statutory duties under national guidance.

2. Our Behaviour Promises:

- **We are respectful**

  We treat others how we would like to be treated. We listen, use kind words, and take care of our school.

- **We are responsible**

  We make good choices. We take care of our: belongings, our school, each other, and own our actions.

- **We are resilient**

  We try our best, keep going when things are hard, help each other, and learn from mistakes.

3. Roles and Responsibilities:

All Staff Will:

- Model the three behaviour promises at all times.
- Teach and refer to them regularly in lessons and around school.
- Create calm, well-organised classrooms with clear routines.
- Use praise and recognition consistently to reinforce good behaviour.
- Use CPOMS to log incidents factually and promptly.
- Use restorative conversations where appropriate to help repair relationships.
- Work with parents and the SENCO to support individual needs.
- Consider SEND, SEMH or safeguarding needs when responding to behaviour.

Leaders Will:

- Monitor behaviour across school and respond to patterns or concerns.
- Ensure all staff follow the policy consistently and fairly.
- Provide support, training and intervention for staff and children as needed.

Parents and Carers Will:

- Support the school's behaviour expectations and values at home.
- Communicate any concerns or changes that may affect their child's behaviour.
- Attend meetings when requested to support behaviour planning.

Children Will:

- Follow the three promises in class, around school and online.

4. Behaviour Curriculum

Good behaviour is taught through:

- Regular reference to the three promises.
- PSHE, RE and HRSE lessons that teach emotional regulation, empathy, and right and wrong.
- Assemblies, circle times and worship linked to Gospel values.
- Adults modelling and coaching behaviours every day.

5. Positive Recognition and Rewards

Children are recognised and praised for showing the promises:

- Class Dojo points are awarded for positive behaviours and shared with parents.
- Recognition boards in every class highlight positive behaviour.
- Weekly Certificates: each class chooses a child who has consistently followed the promises.
- Celebration Assemblies: Parents/carers are invited when their child is celebrated.
- Positive messages and phone calls home are used regularly.

6. When Promises Are Not Followed

Incidents are dealt with on the balance of probability. We take a graduated approach to support and help children take responsibility for their behaviour.

Minor Incidents (e.g. talking out of turn, distraction):

- Non-verbal cue or gentle reminder
- Verbal reminder of expectations
- Warning: opportunity to change behaviour
- Sanction: e.g. time out (within the classroom, or in another classroom), loss of part of break, restorative conversation. Sanctions will be recorded on CPOMS.

Repeated or More Serious Behaviour (e.g. rudeness, refusal, disruption):

- Moved to another classroom with work
- Loss of break or time with another adult
- Restorative conversation held
- Incident logged on CPOMS
- Parent/carer informed (in person, by phone or Dojo)

Serious Incidents (e.g. aggression, swearing, bullying, discriminatory language, continuous breaches of the behaviour policy, serious breach of the behaviour policy):

- Immediate removal from class
- Recorded on CPOMS
- Restorative conversation where appropriate
- Parents/carers contacted the same day
- Sanctions applied, which may include:
    - Loss of break or time with another adult
    - Internal exclusion (child works in another space for part/full day)
    - Pastoral Support Plan (PSP) with targets and support strategies
    - Fixed Term Suspension
    - Permanent Exclusion

7. Suspension and Permanent Exclusion

In rare and extreme circumstances, the following statutory sanctions may be used:

- Fixed-Term Suspension
  Used when a child's behaviour poses a serious risk or disruption. Work is provided. A reintegration meeting with the Headteacher or Deputy must take place before return.
- Permanent Exclusion
  Permanent exclusion will only be used as a last resort. However, it may be considered if a child repeatedly and persistently breaches the school's behaviour policy, causing significant disruption to the learning of others, or poses an ongoing risk to the safety or wellbeing of themselves or others.
- This follows DfE statutory guidance:
  "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England" (2024).

The decision to suspend or permanently exclude a pupil lies with the Headteacher and will be reported to the governing body, academy trust and the local authority.

8. Supporting Children with Behaviour Needs

We recognise that some children need more support to meet our expectations. We will:

- Identify barriers to behaviour and learning
- Use nurture, interventions, and pastoral support where needed/within the capacity we have as a school
- Make a referral to external agencies if appropriate
- Create 'Pastoral Support Plans' (PSPs) for children with ongoing behaviour needs
- Ensure reasonable adjustments are made for children with SEND or SEMH needs

9. Behaviour Outside School & Online

Children are expected to follow the same three promises beyond the school gates, including online. Where behaviour outside school (e.g. on the way to/from school or online) is reported to school and affects pupils' wellbeing or the school community, it will be investigated, logged and responded to in line with this policy.

10. Confiscation and Mobile Phones

- Items which distract or are inappropriate (e.g. toys, offensive items) may be confiscated and returned to a parent/carer at the end of the day.
- Mobile phones may be brought by pupils who walk home alone. Phones must be signed in at the school office every morning.

11. Use of Reasonable Force

As a last resort, staff may be required to use reasonable force to prevent injury, serious disruption or damage. Please see the school's Care and Restraint Policy for full details.

Policy drafted by:	James Kay & Charlotte Waterhouse
Date:	September 2025
Governing body agreement:	September 2025
Review:	September 2027