

Positive Behaviour Policy 2025



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
"Let us do little things well today".
St Teresa

Approved by:	Governing Body	Date: <i>Pending</i>
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Last reviewed on:	July 2025 by Liz Gill
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Next review due by:	September 2026
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SAFEGUARDING

St Teresa's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to the school to share this commitment. We are mindful that changes in a child's behaviour may be a result of their life experiences; the school will consider any emerging behaviour patterns in the context of our Child Protection Policy.

We want to create a safe environment in which all pupils can learn and reach their full potential.

As of July 2025, we have adopted the Trauma Perceptive Practice (TPP) as its approach to understanding behaviour and supporting emotional wellbeing in children and young people. TPP is a specific Essex-developed framework. TPP encourages educators to move beyond simply labelling behaviours as "good" or "bad" and instead consider what experiences might be contributing to a child's actions. The framework emphasizes creating a supportive and nurturing environment where children feel safe, connected, and able to regulate their emotions.

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.

- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

AIMS

1. We aim to help our children to live their lives based on Gospel values and teaching by:

Developing a sense of right and wrong so that they make good choices in their lives.

Fostering positive, caring attitudes to one another and the environment.

Building warm and supportive friendships.

Encouraging a calm, purposeful atmosphere within the school.

Creating a consistent approach to behaviour throughout the school with parental involvement and co-operation.

Raising awareness of appropriate behaviour.

Encouraging independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.

2. We aim to help each of our children to achieve their full potential by:

Creating an orderly and stimulating environment for effective learning and teaching to take place.

Encouraging them to work well both as individuals and as members of a team.

Providing support and challenge for all children regardless of their abilities.

Providing parents with clear information on their child's progress, behaviour, attitude to work and attainment.

3. We aim to help our children to be useful members of society by:

Valuing and respecting all members of our school community by encouraging a feeling of self-worth and developing his/her confidence.

Encouraging everyone to listen with care to the views and opinions of one another and respond in a polite, thoughtful manner to one another.

Encouraging children to realise that they have to think not only of themselves but also of others who make up our wider world community.

Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

4. We aim to think about others needs

Before we speak we will - THINK

T - is it truthful?

H - is it helpful?

I - is it inspiring?

N- is it necessary?

K - is it kind?

5. We aim to ensure that all children are treated fairly and equitably, according to their needs and understand that different children need different support at different times



We cannot treat all children the same. We can treat all children fairly and ensure that all members of the school community understand why this is the case.

EXPECTATIONS AND SHARED RESPONSIBILITY

We operate a positive behaviour management system and work hard to ensure that the children understand what kind of behaviour is acceptable in school and what the consequences of poor behaviour choices might be.

We aim to teach the children at St. Teresa's School how to behave well and to be considerate and self - disciplined individuals. Our high expectations of behaviour apply whether the children are in school, on an educational visit or visiting places, with or on behalf of the school. Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for our school. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. Each staff member is responsible for not only the children within their class but for dealing with any incidents of inappropriate behaviour that they witness. They should use the guidance within this policy or to refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's teacher, a note explaining the incident

and actions taken should be uploaded onto CPOMS by the end of the school day and the class teacher alerted on the system. We also have a role to play in supporting behaviour outside of school, incidents that are brought to our attention will be dealt with by a senior member of staff. Parent will be contacted and advised of any consequences that we feel are required.

All supply teachers are expected to fully adhere to this policy.

OUR CODE OF BEHAVIOUR

Our Code of Behaviour applies to everyone in the school community. We consider it crucial that pupils know the rules and class expectations that they are expected to follow.

All classrooms must display Classroom Expectations which are decided and agreed by the children in each class and clearly set out how we expect children to behave.

General School Rules

Be ready, stay safe and show respect...

- We always follow instructions from a known adult in school
- We always keep ourselves safe and we never hurt others
- We always speak kindly and respectfully to each other
- We take care of our school environment

Pupils are expected to know these school rules by heart and follow them at all times.

The success of our Code of Behaviour depends on the support and co-operation of parents. Therefore, we endeavour to:

- Involve parents from an early point
- Ask parents to support us by encouraging their child to respect our rules and expectations

Strategies for promoting positive behaviour

We actively seek out good behaviour rather than focusing on poor behaviour choices, in the hope that children will learn that good behaviour attracts attention. Praise, can be very powerful in a positive way but staff will always be sensitive to those children who find direct praise hard to handle. Below are some examples of praise given at St Teresa's Catholic Primary School:

- Verbal or non-verbal praise.
- Awarding of stickers, team points and merits.
- Commenting positively on work or behaviour
- Special responsibilities within the school
- In recognition of a particular task or behaviour, children may share their success/ achievement with others e.g. Headteacher, a chosen adult, or subject leader.
- Praise is also given at whole school assemblies where pupils are thanked for the contributions they have made during the past week. Children receive a merit certificate and their name appears in the newsletter to celebrate their success.

- Children may receive a letter home from the Headteacher
- Children in Y6 whose behaviour has been consistently good are treated to a hot chocolate with the Headteacher

Model desired behaviour

It is important for all adults within the school to model the kind of behaviour that they expect from the children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably.

Listen to children

Staff will always listen to children and make them feel significant, we recognise the importance of making children feel aware that we understand their feelings and are willing to help them seek a solution to the situation they have found themselves in.

SANCTIONS

At St Teresa's Catholic Primary School, we believe that we make every effort to recognise and promote good behaviour within the school. However, on occasions when this is not the case, it is our belief that sanctions, fairly applied, will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times that it is the behaviour we are targeting and not the child. As with incentives for positive praise, there will be different sanction levels for different times during the school day.

Poor behaviour choices are tracked and recorded on CPOMS

Sanctions for inappropriate behaviour during class time. We aim to:

- Praise in Public
- Reprimand in Private
- Be clear, calm & firm

See Appendix A for suggested scripts for addressing poor behaviour choices

All teachers and TAs have permissions to record incidents on CPOMS. It is expected that this is done as soon as possible after the incident and by the end of the school day at the latest. All medium level behaviour incidents and above should be recorded.

Low Level

This day to day behaviour will be handled by the class teacher and TAs. Examples would be: calling out, swinging on chair, fidgeting, talking when the teacher is talking.

Consequences - reminder about expectation, praising children who are acting in the appropriate way, and stating that if behaviour continues the child will be kept in to discuss the behaviour during the first 5 minutes of break time in the hope that by sharing on a one-to-one with a member of staff, the child will return after break with a more positive attitude.

Medium Level - This behaviour would lead to the involvement of a senior member of staff. Examples: persistent disruption, rudeness, lack of respect for others or property, disturbing the learning of others, use of unacceptable language.

Consequence -

Discuss the issues with an appropriate senior member of staff in the hope that a clearer understanding will emerge as to why the behaviour occurred. The outcome of this discussion would determine the sanction e.g. missing break-time / golden time, parents informed, written apology.

High Level

This is serious behaviour and would be dealt with by the headteacher and could put the child at risk of exclusion. Examples: Continually behaving in any of the above ways, and or being violent to another child or staff member, showing aggressive behaviour to other, using unacceptable language including racist comments, behaving in a way that is considered to be bullying.

Consequence - Parents informed and invited to meet with the headteacher, sanctions to be applied depending on the individual circumstances. A Consistent Behaviour Management Plan, written in a child friendly way, will be used to ensure the child understands the expectations for good behaviour and the consequences of making the wrong choice.

Where necessary, referral to support agencies will be made with parental permission.

See Appendix B for Behaviour and Consequences Chart

Sanction for inappropriate behaviour at lunch time and break time.

All MDAs record incidents of poor behaviour on yellow forms so that they can alert the teacher at the end of break. The yellow form is then handed to the Headteacher to scan and upload onto CPOMS.

Staff on duty will deal with incidents with the exception of high level which will be passed to the headteacher or in her absence a senior member of staff.

Low level playground behaviour - Examples would be; not sharing, taking turns, playing by the rules.

Consequence - called to speak to staff on duty, discussion of what occurred and a reminder about expected behaviour.

Medium level playground behaviour - Examples would be; not following instructions, running in and out of the building, throwing play equipment.

Consequence - called to speak to staff on duty, discussion of what occurred followed by a 5-minute time out before returning to the playground with a reminder of expectation.

High level playground behaviour - Examples would be; fighting, deliberate breaking of equipment, use of bad language, not following staff requests.

Consequence - Referred to the headteacher to discuss with the child, parents invited to discuss behaviour with the headteacher and appropriate consequence given. This may include a Consistent Management Plan for playtimes

Temporary Suspension/Exclusion

This is used in cases of extreme behaviour for the protection of the child or other children in the school. It is governed by a strict code of conduct agreed with the LA and Diocese and invoked by the Headteacher. Suspension may be for a fixed period e.g 3 days or in certain circumstances it may be for just the lunchtime period. Details of the exclusion procedure are kept in the School Office. The Exclusions Policy is on the school website.

Confiscation of child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts child's attention from learning, promotes inappropriate behaviour or is perceived by a class teacher as being dangerous, will be confiscated.

(see DFE guidance - Behaviour and Discipline in Schools - a Guide for teachers and school staff for further details)

RESTRICTIVE PHYSICAL INTERVENTION

We believe that all children and visitors need to be safe and to know that the staff around them are able to manage them safely and confidently. Only for a very small minority of children will the use of physical intervention be needed and, on such occasions, acceptable forms of intervention are used. In all situations where physical contact between a child and staff take place, staff must consider the following:

- The child's age and level of understanding
- The child's individual characteristics, health and history
- Where the contact takes places (*It should not take place in private without others present*)

Justification for use

- To prevent a child injuring them self or others
- To prevent or stop a child from causing serious damage to property
- To stop the child from engaging in any behaviour that is prejudicial to maintaining good order.

It should be remembered that restrictive physical intervention is an act of care and control and not punishment. It is never used to force compliance with staff instructions. Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. The staff member will continue to attempt to communicate with the pupil throughout the incident and as soon as it is safe, the restrictive physical intervention will be relaxed to enable the child to regain control.

Children with SEND

We expect all children at St. Teresa's School to abide by our rules and expectation of behaviour. As far as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. Children with particular difficulties may have an individual plan. When this is the case we will:

- Have regular teacher and parents / carers meetings
- Have specific targets for improved behaviour
- Meet regularly with the SENCo to discuss progress
- Ensure all staff are aware of the plan and be supportive of the needs of the child.

MONITORING AND EVALUATION

All staff have a responsibility for monitoring behaviour at St. Teresa's School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. The log may also assist when sharing incidents with parents as it provides factual information and is not anecdotal.

Identifying and recording difficulties

All incidents that are recorded on CPOMS will be tracked and monitored by SLT to identify any patterns in behaviour. Strategies may be put in place to support individual children

Staff Training:

This policy forms part of staff induction.

Behaviour is regularly discussed at staff meetings and training is provided for all staff, including MDAs.

Appendix A

Scripts show children that staff are consistent and fair

Suggested Scripts for addressing poor behaviour choices:

- **You need to....** [stand up and come outside for a chat]
- **I need to see you....** [doing as I asked]
- **I expect....** [to see you lined up with the rest of the class in the next 30 seconds]
- **I know that you will.....** [help Mrs X to pick up those coloured pencils]
- **Thank you for.....** [following my instruction]
- **I have heard what you said, but now you must.....** [pick up your things calmly and come with me]
- **We will.....** [have a better day tomorrow]!
- **You need to understand that every choice has a consequence.....** (If you choose to do your work, that would be amazing and this will happen... but if you choose not to do the work, then this will happen... It's completely your choice, I'll leave you to make your decision)
- **Do you remember yesterday ...** (when you helped me to tidy up? That is the Terence I need to see today, that is the Terence that you can be all the time)
- **I don't like your behaviour....** Your behaviour is silly/disruptive/dangerous
- **Terence, it's not like you to...** [shout out, be unkind etc] talk to me about what is happening

If children turn away from you when you are delivering the script, mimic you, say it with you or deliberately refuse to listen, continue delivering the script.

If younger children cry when you begin delivering the script, say "I will come back when you have stopped crying". Then find the moment to return.

Appendix B
Behaviour and Consequences Chart

	Behaviours	Discipline/Consequences
Low	Teasing and name calling/disrespectful comments Nasty looks Spreading rumours Rough play Shouting aggressively Not listening well to the teacher Not following instructions/refusal to follow Being rude or using negative tone with staff- tutting, mumbling under breath Acts of defiance such as talking back to a teacher Distracting others from their learning Lying	<ul style="list-style-type: none"> • Explanation of why the behaviour is wrong • Verbal Interventions- e.g. <i>I know you can behave better than this. I'd really like to see that.</i> • Verbal apology • Circle time • Missing a set amount of break/lunch • Extra work or repeating unsatisfactory work until it meets the required standard.
<i>If Level 1 behaviours are displayed regularly, consequences from Level 2 may be necessary</i>		
Medium	Kicking/hitting or fighting Disrespecting, vandalising or deliberately breaking school property or resources Maliciously excluding others Swearing and inappropriate language (derogatory terms) Verbal threats of violence (against staff or pupil) Stealing Suggesting dares and being involved in appropriate dares Deliberately spitting	<ul style="list-style-type: none"> • SLT- Headteacher, deputy Headteacher or Pastoral Lead notified • Explanation of why the behaviour is wrong • Letter of apology • Loss of privileges • Forfeiting break or lunch time • Letter and/or phone call to parents • School based community service such as litter picking • Reflection support during break time or lunchtime with trusted adult. <i>I can see there's something wrong (acknowledge their right to their feelings). I'm here to help and listen. Tell me what happened. Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i>
<i>If Level 2 behaviours are displayed regularly, consequences from Level 3 may be necessary</i>		
High	Racial or sexual abuse Serious act of vandalism Violence against a member of staff	<ul style="list-style-type: none"> • Letter of apology and loss of privileges • Missing a school trip or special event (school disco, non-

	Violence against another pupil- harmful behaviours: hitting, kicking, biting, throwing objects Bullying E-Safety concerns and Online bullying Attempt to abscond	uniform day) <ul style="list-style-type: none">• Being put on 'report'• Suspension• Parents called into school for face-to-face meeting• Review meetings• Permanent Exclusion
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