



'to do the little things well'

Our mission is to create a nurturing and inclusive environment where every pupil is valued and encouraged to develop spiritually, academically, emotionally, and socially in accordance with the teachings of Jesus Christ.

Aims and Objectives

Maintaining a positive culture requires constant work and our policy will positively reinforce the behaviour which reflects the values of St Theresa's and prepares pupils to engage in their learning.

- To foster a positive, respectful, and safe learning environment.
- To encourage self-discipline and personal responsibility.
- To promote the Catholic values of love, respect, justice, and forgiveness.
- To support the holistic development of each student.

Core Values

- **Faith:** Living according to the teachings of Jesus Christ.
- **Respect:** Valuing each person's unique qualities, talents and characteristics.
- **Responsibility:** Taking ownership of one's actions.
- **Community:** Building a supportive and caring school community.
- **Excellence:** Striving to do our best in all aspects of school life.
- **Inclusion:** Ensuring all pupils are accepted, included and given equal opportunity to be their best

Expected Behaviours

- Show respect and consideration for others.
- Follow instructions from school staff promptly and willingly.
- Take care of school property and the property of others.
- Demonstrate honesty and integrity in all actions.
- Participate actively and positively in school activities.
- Take responsibility for their own actions and choices, in an honest way.

Positive Reinforcement and Rewards

- Verbal praise, encouragement
- Awarded with Class Dojo points.
- Certificates and awards during assemblies.
- Special privileges and responsibilities.
- Invited to act as a positive role model for others.
- Awarded an 'Always badge'.
- Class Recognition Boards

Sanctions

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate

sanctions. Teachers and school staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, purposefully does not complete tasks set for them by their teacher, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

All incidents of poor behaviour will be recorded on CPOMS.

Consequences for Inappropriate Behaviour

Minor Infractions

- Verbal reminder or warning. Usually, children are given three warnings or reminders to give pupils the chance to 'turn it around'. We always strive to help children make the right choices
- Time-out or loss of privileges– for instance, the temporary loss of a prized responsibility, a treat or playtime. Child may be asked to sit out a part of playtime to calm down or to de-escalate a situation. We understand that children need access to a toilet, a drink and snack. These will never be withheld.
- Reflection time to consider actions and their impact.
- The setting of written tasks such as an account of their behaviour.
- Possible communication with parents and/or senior leadership team.
- Use of restorative practice strategies allowing children to make up for poor choices and support those who may have been affected negatively.

Major Infractions

- Meeting with the headteacher.
- Communication with parents or guardians.
- Development of a Pupil Support Plan.
- Temporary exclusion from certain activities or areas.
- Child put on a behaviour report.
- Referral to Behaviour Improvement Team
- Withdrawal from class-based learning
- Permission withdrawn from a trip or activity. This would only be done if we believe the child would pose a risk to themselves or others.
- In serious cases, fixed term suspension or permanent expulsion in accordance with LA policies.

Reasonable Force

In accordance with DFE guidance for schools on the use of reasonable force, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. All staff are trained on the correct way of using physical intervention and will only do so in extreme circumstances, when all other de-escalation measures have failed.

Conduct outside the school premises, including online conduct

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

Support Systems

- Pastoral Care Lead: Provides emotional and spiritual support to students.
- Parental Involvement: Encouraging active collaboration between school and home.
- Professional Development: Ongoing training for staff in behaviour management and child development.
- Support from Behavioural Improvement Team
- Workshops, friendship work and education on restorative practise.
- Referral to Mental Health practitioner.

Procedures for Addressing Bullying (see anti bullying policy)

- Immediate intervention by staff when bullying is observed or reported.
- Thorough investigation of incidents.
- Support for the victim and appropriate consequences for the perpetrator.
- Education and prevention programs to promote a bully-free environment.

Parental Involvement

- Regular communication with parents about their child's behaviour and progress.
- Expectation that parents support school in relation to behaviour policy and in line with Home/School Agreement
- Workshops and resources for parents on supporting positive behaviour at home.

Monitoring and Evaluation

- Regular review of behaviour policies and procedures by the school leadership team.
- Collection and analysis of behaviour data to identify trends and areas for improvement.
- Feedback from students, parents, and staff to inform policy updates.

Conclusion

At St Theresa's Catholic Primary School, we believe that every student has the right to learn and grow in a positive and supportive environment. By promoting Catholic values and providing clear expectations and support, we strive to guide our students toward becoming responsible, respectful, and caring individuals.

This policy will be reviewed July 2026