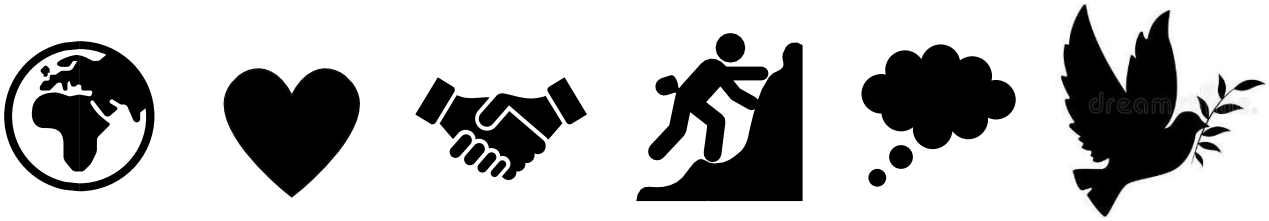
St Joseph & St Teresa's Behaviour Policy

Mission Statement

Together we love, we learn, we live

"We are a Catholic school aspiring to give children an all-round education rooted in Christian values in a nurturing environment where they flourish, become life-long learners and fulfil their potential." [Catholic Life & Mission Policy, June 2025]



Stewardship Love Respect Resilience Curiosity Forgiveness

At St Joseph and St Teresa's we strive to ensure that positive behaviour is the norm and this is achieved through developing positive relationships with all members of the community.

"Pupils feel safe, have a sense of self-worth and demonstrate respect and care for others." (CSI S+8 Report November 2023)

Introduction

Our Mission Statement, together with Catholic Social Teaching principles and School Values, enable the children to flourish and become life-long learners. These principles reflect, guide our ethos, vision, culture, and behaviour expectations. They emphasise, among other things, the value and dignity of every person, the importance of the common good, and a striving for peace.

At St Joseph and St Teresa's, we are committed to giving each and every one of our pupils the greatest opportunity to learn. We believe that behaviour in our school is inseparable from academic achievement, as well as safety, welfare, wellbeing and all other aspects of learning.

This policy outlines our aims, principles, approach, strategy and a summary of procedures with regard to behaviour here at St Joseph and St Teresa's School. We will strive to create a culture where positive learning and interpersonal behaviours are valued, taught and reinforced.

Positive behaviour expectations are shared by all members of the community and we celebrate that all children are unique and made in God's image and likeness.

Our system of consequences are fair and designed to teach, and where necessary, repair and restore any disruption that has been caused. Building on our values of respect and forgiveness through reconciliation. **see appendix – restorative justice script*

Aims

- To provide a secure, safe and supportive learning environment for all pupils in which they feel important and valued as unique individuals.
- To foster a culture in which pupils take pride in themselves and their school.
- To provide an environment where positive learning behaviours are taught so that positive relationships can be built, maintained and restored and create conditions where pupils and teachers can focus on learning, free from distractions or emotional threats.
- To provide the best opportunities we can for pupils to learn about behaviour and its impact, both positive and negative.
- For pupils to develop self-regulation (through the use of the Zones of Regulation) and an awareness that this gives them greater freedom of choice about their behaviour and responses.
- To provide the best opportunities we can for pupils to learn and develop the skills, attitudes and behaviour that enables them to become successful independent learners and flourish in the wider world.
- To ensure that as a school community; we model positive behaviours and provide fidelity to approaches that are linked to the principles embodied in Catholic Social Teaching and our School Values.
- To engage with parents, carers and the wider community to develop a collaborative and supportive relationship.

Principles

- All pupils are important and have a right to learn.

- Everyone in our school community is responsible for promoting and modelling high standards of behaviour to ensure all pupils achieve their full potential.
- We have high expectations for behaviour to ensure that teachers can teach and pupils can reach their full potential.
- We recognise that behaviour is often a communication of an unmet need.
- We believe that unexpected behaviours can provide learning opportunities. Pupils who present challenging behaviours are not defined by them and time is taken to reflect and restore relationships.

Approach and Strategy

Our approach can be described as kindness combined with respect and characterised by a focus on regulation, repair and teaching. As a result of these practices, children will confidently live out our school values.

Strategies and Techniques used to support this approach include:

- Teaching, demonstrating and reinforcing consistent positive practices throughout the school community and routines within classrooms.
- Positive behaviour is promoted through the use of language, e.g. 'In this classroom/school we share resources / listen when someone else is talking / take turns / show respect when someone makes a mistake...'
- School routines are developed to teach and promote expected positive behaviour during the school day.
- Use of restorative conversations where possible.
- Teaching and consistent reference of the three school rules, alongside our school values throughout the year to promote positive behaviours.
- The Zones of Regulation is used to explore the range of emotions a child is experiencing.

School Rules

Our school rules are: Be ready; be safe and be respectful.

Rule	School Value Link	Examples of expected behaviours	Example of unexpected behaviours
Be safe "Whoever trusts in the Lord is kept safe" (Proverbs 29:25)	Love Respect Forgiveness	Friendships Taking Turns Good Manners Caring Sharing Loyalty Keeping each other safe. Kind hands/feet.	Unkind words. Unkind hands/feet. Not sharing.
Be ready "Be on your guard; stand firm in the faith; be courageous; be strong". (1 Corinthians 16:13)	Resilience Curiosity Love	Good Listening Improving through effort. Learning from mistakes. Learning from others. Building confidence through success. Developing resilience. Showing pride.	Distracting yourself/others. Not following instructions, classroom routines or practices.
Be respectful "You shall love your neighbour as yourself" *(Leviticus 19:18)*	Stewardship Love Respect	Look after our school. Look after our own/others property. Smart appearance	Preventing other children from learning. Preventing the Teacher from teaching. Not caring for own/school property. Being untidy/careless. Running in School.

Positive behaviour is encouraged by:

- Thanking pupils for good behaviour.
- Praising pupils for demonstrating exemplary behaviour which goes over and above expectations, e.g. student of the week certificates, positive recognition boards (for displaying positive learning behaviours, sharing something to be proud of or something interesting), in class acknowledgement.
- Values Awards and pupil nominations
- Use of dojo points individually
- Working together to achieve dojo points in houses for special rewards at the end of each term.

If behaviour causes hurt/harm

- Where **behaviour that harms or hinders positive relationships** is shown, the St Joseph & St Teresa's Consequences Chart outlines the steps that will be followed.
- Exclusion will only be used for exceptionally serious situations, where behaviour has been extremely unsafe and/or disruptive. (Please refer to the DCET Suspension and Permanent Exclusion policy)
- The Zones of Regulation should be used to explore the range of emotions a child is experiencing.

St Joseph & St Teresa's Consequences Chart				
	Example Behaviour	Consequences	Useful Script	Monitoring
Reminder phase All Staff	Interrupting/calling out Running inside school buildings Ignoring instructions Disruptive noises Swinging on chair Bickering (she said.. he said...) Not listening Disruptive shouting/screaming	Nonverbal signals (e.g. eye contact, pointing) Anonymous correction (e.g. 'I need 2 more sets of eyes on me') Private individual correction (e.g. a quiet reminder of what to do and why) Quick reminder tagged with name (e.g. 'Clare, I	<u>Reminder</u> • Remember our classroom rules. • Remember, I expect to see / hear etc. • Remember "wonderful walking" • Reference to Zones of regulation script..... I notice that you are.... I think you are in the..... zone etc.	Class teachers to monitor for any patterns of behaviour and record on the behaviour log

	Boisterous play Mis-using equipment Not lining up safely	need to see that pencil moving' – looking sharp back row; thank you Clare, much better') Move to a different learning area		
Tier 1 Phase All Staff	Persistent REMINDER phase behaviour Affecting others' learning Offensive remark to others, including swearing Refusal to do set task Rough play/play fighting, including arguments, causing harm Deliberately ignoring a direct adult request to do something Accidental physical contact causing hurt – pushing, tripping etc, and refusal to engage in repairing harm caused.	Engage in a brief restorative conversation and agree a way to repair harm caused to all parties and move forward. To carry out an agreed and suitable sanction/payback task decided during the restorative conversation. At this level this may be a simple but meaningful apology but could be missing some playtime. Persistent TIER 1 PHASE behaviour, **move to TIER 2 PHASE**	• What's happened? What were you doing before this happened? • I've noticed that… • How do you feel? How do you think the other person feels? • What did we talk about last week? • I need you to…. • Do you remember last week when you were doing X and you were learning really well? • That's who I need to see today. • Thank you for listening (give a little 'take up' time). • Reference to Zones of regulation script……. I notice that you are…. I think you are in the…… zone etc.	• Class teachers/ TA's to record patterns of behaviour in STAR log.

Tier 2 Phase Class teacher intervention	Persistent TIER I PHASE behaviour Leaving class without permission Disrespectful to another person, including swearing at them, Stealing Throwing food Unwanted physical contact Damaging property	Engage in a restorative conversation facilitated by class teacher and agree a way to repair harm caused to all parties and move forward Persistent TIER 2 behaviour, **move to TIER 3 PHASE**	**Restorative conversation** • What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What could have done differently? • What do you think you need to do to make things right?	MDSAs to inform class teacher if incidents arise at lunchtime. Phone call / end of day conversation to inform parents from class teacher Record incident and restorative conversation including actions on STAR chart to support monitoring of any patterns. Class teacher supervise/facilitate restorative practice conversation.
Tier 3 SLT intervention	Persistent TIER 2 behaviour Bullying Intentionally harming someone Threatening violence Fighting Racism Violence Homophobia Leaving school premises Abuse Throwing objects with intent to harm	Restorative conversation with SLT member. Alternative provision within school at Play / lunchtime Engage in a restorative conversation facilitated by SLT in an office and agree a way to repair harm caused to all parties and move forward. TAF (Team around the Family) meeting called where required. Support from external agencies where required.		**Meeting / phone call** with parents from SLT and possible TAF meeting. Regular contact with parents Incidents and meetings recorded on My Concern as restorative practice Tier 3 conversation.

		Internal exclusion (circumstances will be considered on an individual basis) Possible External Exclusion (circumstances will be considered on an individual basis)		

Children with Special Education Needs and Disability or Other Additional Needs

Whilst the expectation is that all pupils follow our rules, we recognise that there may be circumstances which necessitate some pupils requiring additional support with their behaviour. This may be due to a specific identified need or disability or unusually challenging events or circumstances.

In these cases, the SENCO and Headteacher will work alongside the class teacher to differentiate the system to meet their needs. Children experiencing difficulties with behaviour will be supported by all staff and some may be allocated a named trusted adult who will act as their emotionally available adult whilst at school. This will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. Where appropriate, time will be provided with the ELSA to support.

Working In Partnership

To ensure the effective social, emotional and behavioural development in pupils, we believe in working in close partnership with parents / carers. We will therefore keep parents / carers informed of our values, aims and practices, e.g. through publication of policies and parent information meetings.

Where necessary we will engage in or initiate partnerships with other agencies.

The Governing Body of the School

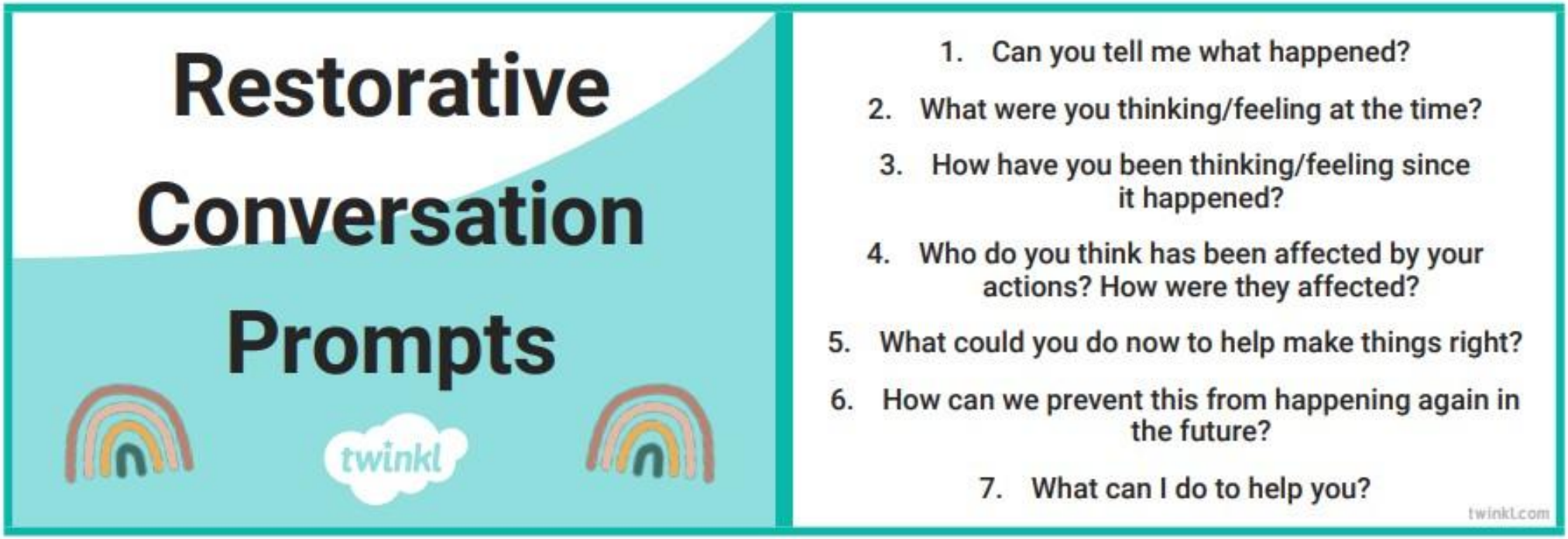
Is responsible for ensuring the impact of the policy. To facilitate this, they will receive six reports on behaviour within the school throughout the year and review the policy annually.

Appendix:

Star Log

Date	Setting Where the challenging behaviour took place	Trigger The sequence of actions that may have triggered the behaviour	Action What the pupil actually does	Result The aftermath and the function of the behaviour for the pupil
AUTUMN TERM				

Restorative conversation script



Restorative Conversation Record

Date of Incident	Names of Children Involved	Class	Member of Staff

Can you tell me what happened?	
What were you thinking/ feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	

What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I do to help you?	

Additional notes:



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space