



ST TERESA'S
CATHOLIC PRIMARY SCHOOL

Behaviour & Culture Policy

2026 – 2027

*“ A welcoming family of God,
growing and achieving together
with Jesus at our side. ”*

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Behaviour & Culture Policy **2026–2027**

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READY • RESPECT • SAFE

“A Welcoming Family of God. Growing and Achieving Together with Jesus at our Side.”

Chapter 1: Our Catholic Ethos & Behaviour Vision

Mission Statement

"A Welcoming Family of God. Growing and Achieving Together with Jesus at our Side."

At St Teresa's Catholic Primary School, our Catholic faith is at the heart of everything we do. We strive to create a welcoming community where every child is known, valued and loved as a unique child of God. Our school is a place where children are encouraged to grow academically, spiritually, emotionally and socially, developing the confidence, resilience and compassion needed to flourish both now and in the future.

We believe that every interaction provides an opportunity to demonstrate Christ's love through kindness, forgiveness, patience and respect. Our behaviour culture is therefore not simply about managing behaviour; it is about nurturing character, building positive relationships and helping every child become the very best version of themselves.

1.1 Our Behaviour Vision

At St Teresa's, we believe that positive behaviour grows from positive relationships.

Our aim is to create a calm, safe and inclusive school where every child feels a genuine sense of belonging and is supported to thrive. We have high expectations for every pupil because we believe every child is capable of success when provided with consistent routines, clear boundaries and compassionate support.

We understand that children learn behaviour in the same way they learn reading, writing and mathematics. Positive behaviour must therefore be explicitly taught, modelled, practised and celebrated every day.

Our approach is built upon three simple expectations that underpin every aspect of school life:

Ready -Children arrive prepared to learn, demonstrate resilience, and take responsibility for their actions.

Respect -Children show kindness, honesty and consideration towards themselves, others, property and the wider community.

Safe -Children make choices that keep themselves and others physically and emotionally safe.

These expectations provide a shared language for our entire school community and are consistently reinforced throughout classrooms, corridors, playgrounds, the dining hall and all school activities.

1.2 Our Core Beliefs

At St Teresa's we believe:

- Every child is unique and created in the image and likeness of God.
 - Every child deserves to feel safe, valued and respected.
 - Behaviour is a form of communication.
 - Positive relationships are the foundation of successful learning.
 - High expectations and high levels of support go hand in hand.
 - Behaviour should be taught, not simply expected.
 - Consistency creates safety and security.
 - Children thrive within calm, predictable environments.
 - Mistakes provide opportunities for learning and personal growth.
 - Every child deserves the opportunity for a fresh start.
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1.3 Gospel Values in Action

As a Catholic school, our behaviour is guided by the teachings of Jesus Christ and rooted in the Gospel Values.

We encourage every member of our school community to live out these values through their daily actions.

Gospel Value What this looks like at St Teresa's

Love	Showing care, compassion and kindness to everyone.
Respect	Treating others, ourselves and our environment with dignity.
Forgiveness	Repairing relationships, accepting apologies and moving forward positively.
Honesty	Taking responsibility for our actions and telling the truth.
Compassion	Understanding that everyone faces different challenges and offering support.
Justice	Treating everyone fairly and standing up for what is right.
Service	Helping others without expecting anything in return.
Hope	Believing everyone can learn, improve and succeed.

These values are explicitly taught, modelled by adults and celebrated throughout school life.

1.4 Our School Values

Our three school values underpin every aspect of behaviour and relationships at St Teresa's.

Ready - We are prepared to learn.	Respect	Safe
We arrive on time, with the correct equipment, a positive attitude and a willingness to try our best. We understand that learning requires effort, resilience and perseverance.	We value ourselves, others and our school community. We use kind words, good manners and thoughtful actions. We understand that respect is demonstrated	We make choices that protect ourselves and others. We understand that everyone has the right to feel physically and emotionally safe.

	through how we speak, listen and respond to others.	
Listen carefully.	Use polite manners.	Follow adult instructions.
Follow routines independently.	Listen when others are speaking.	Walk calmly around school.
Demonstrate resilience.	Celebrate differences.	Use equipment correctly.
Show pride in their work.	Care for school property.	Keep hands, feet and objects to themselves.
Are prepared for learning.	Include everyone.	Make sensible choices.

1.5 The St Teresa's Way

Our behaviour culture is built upon consistency.

Every adult shares responsibility for teaching, modelling and reinforcing positive behaviour. Children benefit from predictable routines, consistent expectations and calm responses from adults.

The St Teresa's Way means:

- We greet every child warmly each morning.
- We build positive relationships before correcting behaviour.
- We explicitly teach expectations.
- We model respectful language at all times.
- We notice and celebrate positive choices.
- We remain calm, even when behaviour is challenging.
- We repair relationships through restorative conversations.
- We provide fresh starts every day.
- We work in partnership with families.
- We maintain high expectations for every child.

Consistency across every classroom and every member of staff helps children feel secure, confident and successful.

1.6 Partnership with Parents and Carers

Parents and carers are children's first educators, and we value the strong relationships we build with families.

Working together enables children to experience consistent messages about behaviour, expectations and values both at home and at school.

We ask parents and carers to support the school by:

- Promoting our **Ready, Respect, Safe** expectations.
- Reinforcing positive behaviour at home.
- Supporting children to follow school routines.
- Ensuring children arrive on time, well-rested and ready to learn.

- Following our Behaviour Policy and working collaboratively with staff when concerns arise.
- Treating all members of the school community with courtesy and respect.
- Arranging meetings through the school office or by contacting staff directly, recognising that teaching staff may not be immediately available during the school day.

Together, we can provide children with the consistency, encouragement and guidance they need to flourish.

Our Behaviour Promise

At St Teresa's, we believe that every child can succeed. Through love, consistency and high expectations, we create a calm, nurturing and inclusive environment where behaviour is taught, relationships are strengthened and every child is empowered to flourish as a valued member of our welcoming family of God. Guided by our Catholic faith, we prepare our children to become compassionate, respectful and responsible citizens who live out the Gospel values in all they do

Chapter 2: Our Behaviour Culture – The St Teresa's Way

2. Our Behaviour Culture

At St Teresa's, we believe that behaviour is the responsibility of every member of our school community. Our culture is built upon positive relationships, consistent expectations and a shared commitment to helping every child succeed.

Behaviour is not something that simply happens; it is something that is **taught, modelled, practised and celebrated** every day. Just as children are explicitly taught to read, write and calculate, they must also be taught how to work collaboratively, regulate their emotions, solve problems, resolve conflict and contribute positively to their community.

Our approach combines **high expectations with high levels of support**, ensuring that children feel safe, valued and confident enough to make positive choices. We believe that consistency from adults creates security for children, enabling them to flourish academically, emotionally, socially and spiritually.

2.1 Ready • Respect • Safe

Everything we do is underpinned by our three simple expectations.

These expectations provide a common language that is used consistently throughout the school day.

Being Ready means:	Being Respectful means:	Being Safe means:
Arriving at school on time.	Speaking kindly to everyone.	Walking calmly around school.
Wearing the correct school uniform.	Using good manners.	Keeping hands, feet and objects to yourself.
Bringing the correct equipment.	Listening when others are speaking.	Using equipment safely.
Listening to instructions first time.	Respecting adults and peers.	Reporting worries to trusted adults.
Being prepared to learn.	Looking after school property.	Making sensible choices.
Showing resilience when learning is challenging.	Celebrating differences.	Helping others feel safe.
Taking pride in presentation.	Including everyone.	Looking after yourself and others.
Completing homework to the best of your ability.	Following classroom routines.	Using calm voices indoors.
Moving calmly between activities.	Respecting learning time.	Making choices that keep everyone safe.
Being ready to contribute positively.	Living out the Gospel values every day.	

2.2 Teaching Behaviour

At St Teresa's, behaviour is taught explicitly throughout the school day.

Children cannot always be expected to know what positive behaviour looks like. Adults therefore take responsibility for modelling expectations, providing opportunities to practise routines and giving regular feedback.

Behaviour is taught through:

- Daily classroom routines.
- Explicit modelling.
- Guided practice.
- Positive reinforcement.
- Visual reminders.
- Consistent language.
- Restorative conversations.
- Reflection.

- Celebration of success.

We recognise that repetition is essential. Expectations are revisited regularly, particularly following holidays, transitions and changes in routine.

2.3 Consistency is Key

Consistency from adults creates security for children.

Every adult at St Teresa's is expected to respond calmly, fairly and consistently. Children should receive the same clear messages regardless of which adult they are working with or where they are in school.

Consistency means:

- Using agreed language.
- Following agreed routines.
- Applying expectations fairly.
- Recognising positive behaviour regularly.
- Addressing inappropriate behaviour promptly.
- Remaining calm and professional.
- Following school procedures.
- Recording concerns consistently.

Consistency does not mean treating every child identically. Rather, it means maintaining the same high expectations while providing the support and reasonable adjustments individual children may require.

2.4 Positive Relationships

Relationships are at the heart of everything we do.

Children learn best when they feel safe, valued and connected to trusted adults. Every interaction is an opportunity to strengthen relationships and reinforce positive behaviour.

Adults will:	Children are encouraged to:
Greet children warmly each morning.	Be kind.
Learn about children's interests and strengths.	Include everyone.
Listen actively.	Help others.
Build trust.	Celebrate success.
Show empathy.	Resolve disagreements respectfully.

Maintain professional boundaries.	Accept responsibility.
Treat every child with dignity and respect.	Learn from mistakes.
Restore relationships following incidents.	
Model the behaviour we expect from children.	

2.5 Calm Adults Create Calm Children

Children borrow the emotional regulation of the adults around them.

When behaviour becomes challenging, adults remain calm, predictable and respectful. Raising voices, confrontation or public humiliation do not promote long-term behaviour change and are inconsistent with our therapeutic approach.

Adults should:

- Speak calmly.
- Use simple language.
- Give children time to respond.
- Avoid power struggles.
- Maintain dignity.
- Focus on solutions.
- Reinforce expectations.
- Repair relationships afterwards.

Children are far more likely to regulate when adults model emotional regulation themselves.

2.6 Teaching Routines

Predictable routines reduce anxiety, increase independence and maximise learning time.

Every routine is explicitly taught, practised and revisited until it becomes automatic.

These include:

Morning arrival.	Assembly routines.
Entering classrooms.	Playtime routines.
Lining up.	Dinner hall expectations.
Walking around school.	End-of-day routines.
Using the stairs.	Emergency procedures.

Staff should never assume children know a routine. Adults should model, practise and positively reinforce routines regularly.

2.7 Recognition First

At St Teresa's, we believe that positive behaviour should receive more attention than negative behaviour.

Adults actively look for children making positive choices and recognise these immediately.

Recognition may include:

Specific verbal praise.	T.I points.
Positive phone calls home.	Certificates.
Celebration assemblies.	Leadership opportunities.
Classroom rewards.	Positive messages to parents.
Sharing success with other adults.	

Recognition should always be specific.

Rather than saying:

"Well done."

Adults should say:

"Well done for showing respect by helping your friend tidy away."

Specific praise teaches children exactly which behaviours we value and wish to see repeated.

2.8 Every Day is a Fresh Start

Children should never feel defined by previous mistakes.

Following restorative conversations and appropriate consequences, children are welcomed back into learning with warmth and optimism.

Adults avoid:

Public reminders of previous behaviour.	Negative labels.
Predicting future behaviour based on past incidents.	Holding grudges

Instead, we communicate:

"Yesterday has gone. Today is a new day and we know you can make positive choices."

This belief in every child's potential reflects our Catholic ethos of forgiveness, hope and redemption.

Our Commitment

At St Teresa's, we are committed to creating a culture where every child experiences belonging, consistency and encouragement. Through explicit teaching, positive relationships and high expectations, we empower children to become confident, compassionate and responsible individuals who are Ready, Respectful and Safe in everything they do.

Chapter 3: Therapeutic and Trauma-Informed Practice

3. Therapeutic and Trauma-Informed Practice

At St Teresa's Catholic Primary School, we recognise that every child arrives at school with different experiences, strengths and challenges. Whilst we maintain consistently high expectations for all pupils, we also recognise that children may require different levels of support to achieve these expectations.

Our behaviour culture is rooted in **The Therapeutic Schools Approach (TPC)** and trauma-informed practice. We believe that behaviour should be understood before it is judged and supported before it is sanctioned.

This approach enables us to maintain high standards whilst ensuring every child feels safe, understood and able to flourish.

3.1 Our Therapeutic Approach

We believe:

- Relationships are the foundation of positive behaviour.
- Children learn best when they feel emotionally safe.
- Behaviour is a form of communication.
- Every behaviour has a reason.
- Adults influence children's emotional regulation.
- Boundaries create safety.
- Consistency builds trust.
- Consequences should teach rather than punish.
- Every child deserves dignity and respect.

Being therapeutic does **not** mean lowering expectations.

Instead, it means understanding **why** behaviour occurs whilst continuing to teach children how to make better choices.

3.2 Behaviour is Communication

Children communicate their needs in many different ways.

Some children can clearly explain how they are feeling.

Others communicate through their behaviour.

Behaviour may communicate:

Frustration	Fear	Confusion	Tiredness	Hunger	Sensory overload
Friendship difficulties	Low self-esteem	Feeling overwhelmed	Unmet emotional needs	anxiety	

Adults remain curious rather than making assumptions.

Instead of asking:

"What's wrong with this child?"

We ask:

"What might this child be communicating?"

Understanding the reason behind behaviour allows us to provide the most effective support whilst maintaining appropriate boundaries.

3.3 The Regulation Before Reason Principle

Children cannot always think clearly when emotionally overwhelmed.

When children become dysregulated, the thinking part of the brain becomes less accessible.

Adults therefore prioritise:

1. **Safety**
2. **Connection**
3. **Regulation**
4. **Reflection**
5. **Learning**

Children cannot effectively reflect upon behaviour until they have regained emotional regulation.

Adults therefore avoid lengthy discussions during moments of distress and instead support children to become calm before restorative conversations take place.

3.4 Co-Regulation

Children learn emotional regulation through supportive relationships with emotionally regulated adults.

Adults model calm behaviour by:

Speaking quietly.	Using simple language.
Remaining patient.	Giving thinking time.
Offering reassurance.	Maintaining predictable routines.
Using consistent expectations.	Demonstrating empathy.

Children gradually develop their own regulation skills through repeated positive experiences.

3.5 Restorative Practice

Restorative practice is central to behaviour at St Teresa's.

Its purpose is to:

Repair relationships.	Restore trust.
Encourage accountability.	Develop empathy.
Help children learn from mistakes.	

Following incidents, adults guide children through restorative conversations using age-appropriate questions.

These conversations focus upon:

understanding	responsibility
repairing harm	making better choices next time

Restorative conversations do **not** replace consequences.

Instead, they ensure consequences are meaningful and support learning.

3.6 Protective Consequences

At times, consequences are necessary to keep children and adults safe.

At St Teresa's, consequences are:

proportionate	respectful	consistent
educational	restorative	

Consequences should help children learn rather than create shame.

Examples include:

repairing damaged property	completing missed learning	apologising sincerely
practising routines again	temporary removal from an activity	restorative reflection

Humiliation, sarcasm or public embarrassment are never appropriate strategies.

3.7 Reasonable Adjustments

Some pupils require additional support in order to achieve the same high expectations.

<u>Reasonable adjustments may be made for children with:</u>	SEND
EHCPs	SEMH needs
Autism	ADHD
Speech and Language needs	Attachment difficulties
Medical needs	<u>Examples include:</u> movement breaks alternative workspaces check-in adults personalised rewards
visual timetables	
sensory equipment	
additional processing time	
individual behaviour plans	

Expectations remain high for every child; however, the support provided may differ.

3.8 Fresh Starts

Every child deserves the opportunity to begin again.

Once behaviour has been addressed through restorative practice and appropriate consequences, children should be welcomed back positively.

Adults avoid:	reminding children about previous incidents
negative labelling	holding grudges
repeated public references to behaviour	

Instead, adults communicate hope:

"Yesterday has gone. Today is a fresh start and we know you can make positive choices."

Our Commitment

At St Teresa's, we understand behaviour through a therapeutic lens. We combine compassion with consistency, curiosity with accountability and high expectations with high levels of support so that every child can develop the confidence, resilience and emotional regulation needed to flourish.

Chapter 4: Creating Calm, Safe and Purposeful Learning Environments

4. Creating Calm, Safe and Purposeful Learning Environments

The physical environment has a significant impact on children's wellbeing, behaviour and ability to learn.

At St Teresa's, we have carefully developed learning environments that reflect our therapeutic approach and promote emotional regulation, engagement and independence.

Our classrooms and shared spaces are intentionally designed to feel calm, welcoming and purposeful, helping children feel secure and ready to learn.

4.1 Therapeutic Classrooms

All classrooms should provide an environment that promotes both learning and wellbeing.

Our classrooms are characterised by:

calm, uncluttered displays	neutral backgrounds	purposeful working walls	soft furnishings where appropriate
natural colours	fairy lights and softer lighting where suitable	calming music during appropriate learning opportunities	organised resources
consistent layouts	welcoming entrances		

Every classroom should communicate:

"You are safe here. You belong here. You can succeed here."

4.2 Calm Corners

Every classroom includes a designated Calm Corner or regulation space.

These spaces are **not** a reward or sanction.

They provide opportunities for pupils to:

- regulate emotions
- use agreed calming strategies
- develop self-awareness
- prepare to return to learning

Resources may include:

- breathing prompts
- emotion visuals
- sensory resources
- mindfulness activities
- timers
- regulation tools
- affirmation cards

Children are encouraged to use these spaces appropriately with adult guidance where necessary.

4.3 Predictable Routines

Predictable routines reduce anxiety and increase independence.

Adults consistently teach, model and reinforce routines including:

arrival	registration	transitions
lining up	movement around school	assemblies
playtimes	lunchtimes	end of day routines

Children should know:

- what is expected
- when it is expected
- how success looks

Consistency across the school supports children's emotional security.

4 Teaching Expectations

Behaviour expectations are explicitly taught throughout the year. Teachers regularly revisit expectations through:

class discussions	modelling	role play
assemblies	visual displays	restorative conversations
praise	practice	

Children should never be expected to know routines that have not first been taught.

4.5 Playground Environment

Our playground reflects our commitment to providing purposeful, inclusive play opportunities.

Play areas include:	Running Zone
Calm Zone	Reading Shed
imaginative play opportunities	music activities
colouring and creative areas	tuff tray activities
outdoor games	quiet social spaces

These areas encourage children to:

- build friendships
- develop communication skills
- regulate emotions
- remain physically active
- enjoy structured and unstructured play safely

All playground expectations are taught using the school's **Ready • Respect • Safe** approach.

4.6 Corridors and Shared Spaces

Movement around school should be calm, purposeful and respectful.

Children are taught to:

walk quietly	stay on the left-hand side where directed
follow adult instructions	respect learning taking place
hold doors open for others	greet visitors politely
move safely between lessons	

Transitions are viewed as learning opportunities and contribute significantly to the calm culture of the school.

4.7 The Dining Hall

The dining hall is viewed as an extension of the classroom.

Children are expected to:

use indoor voices	welcome everyone to the table
use cutlery correctly	put their hand up to speak to an adult
eat respectfully	tidy trays, food and dishes away correctly
leave tables clean	help pick up any rubbish

Adults actively model positive social interaction and encourage good manners, conversation and inclusion.

4.8 Emotional Safety

A calm environment is not created by displays alone—it is created by relationships.

Every child should experience:

warm greetings	predictable routines
respectful language	consistent expectations
positive recognition	restorative conversations
encouragement	opportunities to succeed

When children feel emotionally safe, they are more likely to engage positively with learning, develop resilience and contribute positively to the wider school community.

Our Commitment

At St Teresa's, we intentionally create environments that promote calmness, belonging and success. Through therapeutic classrooms, purposeful routines, engaging play opportunities and nurturing relationships, we ensure every child is supported to feel safe, valued and ready to learn every day.

Chapter 5: Behaviour Expectations Throughout School

5. Behaviour Expectations Throughout School

At St Teresa's Catholic Primary School, positive behaviour is explicitly taught, consistently modelled and regularly practised across every area of school life.

Whilst each environment has its own expectations, our three core values underpin every interaction:

Ready • Respect • Safe

These expectations provide consistency for children and adults, creating a calm, purposeful and inclusive learning environment where everyone can flourish.

Children are regularly reminded of expectations through teaching, assemblies, visual displays and positive reinforcement.

5.1 Classroom Expectations

Our classrooms are calm, purposeful environments where learning is valued and everyone has the opportunity to succeed.

Children are expected to:

READY	Arrive prepared to learn.	Have the correct equipment.
Listen to instructions first time.	Complete learning to the best of their ability.	Show resilience when work becomes challenging.
RESPECT	Listen when others are speaking.	Put their hand up to contribute.
Value everyone's ideas.	Look after classroom resources.	Use kind words and positive language.
SAFE	Stay in their allocated learning space unless given permission.	Keep hands, feet and objects to themselves.
Use equipment safely.	Follow adult instructions.	Help create a calm learning environment.

5.2 Moving Around School

Children are expected to move calmly and respectfully throughout the school building.

Children should:

READY

Walk in a straight line.
Be prepared for learning.
Move promptly between lessons.
RESPECT
Use silent voices.
Respect learning taking place.
Hold doors open for others.
SAFE
Walk at all times.
Stay on the left-hand side where directed.
Follow adult instructions immediately.
Keep a safe distance from others.

5.3 Stair Expectations

Stairs are one-way systems where appropriate and should always be used safely.

Children should:

READY
Walk sensibly.
Move without delay.
RESPECT
Wait patiently.
Respect personal space.
SAFE
Walk on the left-hand side.
Hold the handrail where appropriate.
Walk one step at a time.
Follow the direction of the one-way system.
Follow adult instructions immediately.

5.4 Playground Expectations

Playtimes provide valuable opportunities for social development, physical activity and enjoyment.

Children are expected to:

READY
Join in positively.
Use equipment correctly.
Return promptly when the whistle sounds.
RESPECT
Include everyone.
Share equipment.
Solve small disagreements kindly.
Speak respectfully.
SAFE
Stay within boundaries.
Follow adult instructions.
Use equipment appropriately.
Report concerns to an adult.
Keep hands and feet to themselves.

5.5 Running Zone

The Running Zone provides children with opportunities for active play.

Children should:

READY
Run within the designated area.
Be aware of others around them.
RESPECT
Include everyone.
Take turns.
Be a good sport.
Respect personal space.
SAFE
Follow adult instructions.
Stop immediately when asked.
Keep within boundaries.
Watch where you are running.
Use kind hands and feet.

5.6 Calm Zone

The Calm Zone provides a quieter area for children wishing to regulate emotions, socialise calmly or enjoy quieter activities.

Children should:

READY
Choose an appropriate activity.
Enjoy quiet play.
RESPECT
Include everybody.
Share resources.
Respect quiet voices.
Leave the area tidy.
SAFE
Walk at all times.
Tidy away after use.
Follow adult instructions.
Use equipment carefully.

5.7 Reading Shed

Our Reading Shed offers a calm, inviting environment for reading and quiet conversation.

Children should:

READY
Choose a book.
Read quietly.
RESPECT
Welcome everyone.
Share books carefully.
Return books neatly.

SAFE
Walk at all times.
Look after resources.
Keep the area tidy.

5.8 Dining Hall Expectations

The dining hall is an extension of our classroom where children learn important social skills.

Children are expected to:

READY
Sit sensibly.
Use cutlery correctly.
Be ready to enjoy their meal.
RESPECT
Use indoor voices.
Welcome everyone to the table.
Put their hand up if they need an adult.
Listen to adults.
Respect others whilst eating.
SAFE
Stay seated unless given permission.
Tidy trays, food and dishes away correctly.
Pick up any rubbish from the floor.
Walk at all times.

5.9 Assemblies

Assemblies are opportunities to worship, celebrate and learn together.

Children should:

READY
Enter quietly.
Sit smartly.
Listen carefully.

RESPECT
Join in appropriately.
Respect the speaker.
Celebrate others' achievements.
SAFE
Walk quietly.
Stay seated.
Follow staff instructions.

5.10 Educational Visits

When representing St Teresa's beyond the school gates, children are expected to demonstrate the highest standards of behaviour.

Children should:

- Be Ready.
- Show Respect.
- Keep themselves and others Safe.

They should remember that they are ambassadors for our school and Catholic community.

Chapter 6: Recognition, Encouragement and Celebration

6. Recognition, Encouragement and Celebration

At St Teresa's, we firmly believe that positive behaviour grows through positive relationships and meaningful recognition.

Children are far more likely to repeat behaviours that are recognised, celebrated and valued. We therefore aim to notice the positive first and ensure that encouragement outweighs correction.

Recognition helps children to:

build confidence	develop self-esteem	understand expectations
strengthen motivation	develop a positive attitude towards learning	contribute positively to our school community

6.1 Catch Children Being Good

Adults actively seek opportunities to recognise children demonstrating our school values.

Recognition should be:

immediate	specific	genuine	linked directly to behaviour
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Instead of saying:

"Well done."

Adults should say:

"Well done for showing respect by including someone in your game."

This teaches children exactly which behaviours we value.

6.2 Praise

Praise is the most powerful behaviour strategy we have.

Staff should aim to give significantly more positive interactions than corrective ones throughout the day.

Effective praise:

identifies the behaviour	links to Ready, Respect or Safe	celebrates effort as well as achievement	reinforces perseverance	encourages independence
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Examples include:

verbal praise	non-verbal recognition	thumbs up	smiles	classroom acknowledgement
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6.3 Green TrackIt Points

green points recognise positive contributions to school life.

Children may receive their green points for:

excellent learning	resilience	kindness
teamwork	effort	improvement
leadership	demonstrating Gospel Values	consistently meeting Ready, Respect and Safe expectations

Green points contribute towards whole-school celebrations and encourage collective responsibility. They can be awarded for achieving our values for the morning session of a school day and one for the afternoon session. A total of 2 points per day can be awarded per child.

6.4 Celebration Assembly

Celebration Assemblies provide opportunities to recognise children who consistently demonstrate our values.

Achievements celebrated may include:

academic success	sporting achievements	artistic talents
attendance	acts of kindness	resilience
citizenship	living out the Gospel Values	

Celebrations reinforce that success takes many different forms.

6.5 Positive Communication with Parents

Positive relationships with families are strengthened through regular communication.

Staff are encouraged to share positive news through:

- positive telephone calls
- conversations at the end of the day
- certificates
- postcards
- emails where appropriate
- celebration events

Parents should hear positive news regularly, not only when concerns arise.

6.6 Leadership and Responsibility

Children are encouraged to contribute positively to school life through leadership opportunities such as:

- Prefects
- School Council
- Happiness Heroes
- Head Boy/Head Girl
- Play Leaders
- Reading Ambassadors

- Worship Leaders
- Eco Team
- Librarians

Leadership opportunities help children develop responsibility, confidence and service to others.

6.7 Celebrating Improvement

At St Teresa's, we celebrate progress as much as excellence.

We recognise children who:

- improve behaviour
- show resilience
- persevere through challenges
- regulate emotions more independently
- make better choices
- repair relationships
- demonstrate personal growth

Celebrating improvement encourages children to believe that success is achievable through effort and determination.

6.8 Living Our Gospel Values

Positive behaviour is celebrated when children demonstrate our Catholic values through everyday actions.

Examples include:

- helping a friend without being asked
- showing forgiveness
- demonstrating honesty
- comforting others
- serving the school community
- acting with compassion
- standing up for what is right
- showing courage

These moments are recognised because they reflect the kind of people we aspire our children to become.

Our Commitment

At St Teresa's, we believe every child deserves to experience success. Through encouragement, recognition and celebration, we nurture confident, resilient and compassionate learners who are motivated to make positive choices and contribute to our welcoming family of God. By noticing the good, celebrating improvement and reinforcing our shared values, we create a culture where positive behaviour flourishes and every child feels valued, loved and inspired to achieve their very best.

Chapter 7: Responding to Behaviour

7. Responding to Behaviour

At St Teresa's Catholic Primary School, we believe that every behaviour is an opportunity to teach. Our response to behaviour is calm, consistent and rooted in our Catholic values of dignity, forgiveness and compassion.

We understand that children will make mistakes as they learn to manage their emotions, relationships and behaviour. Our role as adults is to guide children towards making better choices whilst maintaining high expectations and preserving positive relationships.

Our response to behaviour is designed to:

- Teach expected behaviours.
- Protect learning.
- Maintain positive relationships.
- Encourage accountability.
- Repair harm where necessary.
- Support children to make better choices in the future.

Our responses are always proportionate, respectful and focused on helping children learn.

7.1 Our Behaviour Response Principles

Every adult will respond to behaviour by:

- Remaining calm and respectful.
- Using consistent language.
- Protecting the dignity of every child.
- Addressing behaviour promptly.
- Focusing on the behaviour, not the child.
- Seeking to understand before responding.
- Providing opportunities for children to repair relationships.
- Offering every child a fresh start.

Children should leave every interaction knowing:

- They are valued.
 - Their behaviour was not acceptable.
 - They are capable of making a better choice next time.
-

7.2 The Graduated Behaviour Response

Whenever possible, behaviour should be managed at the lowest appropriate level.

Step 1 – Reminder

Children receive a calm reminder of the expected behaviour.

Adults will:

- Refer to **Ready, Respect, Safe**.
- Give children thinking time.
- Redirect quietly where possible.
- Avoid unnecessary attention.

Example:

"Remember, at St Teresa's we are respectful by listening when others are speaking."

Step 2 – Redirection

If behaviour continues, adults will provide a clear direction towards the expected behaviour.

Adults will:

- State the expected behaviour.
- Keep instructions brief.
- Avoid confrontation.
- Give children an opportunity to make a positive choice.

Example:

"Thank you. I need you to return to your seat and show me that you are ready to learn."

Step 3 – Reflection

Where behaviour continues, children may require time to reflect.

Reflection allows children to:

- Regain emotional regulation.
- Think about their choices.
- Prepare for a restorative conversation.

Reflection should always be purposeful and proportionate.

Step 4 – Restorative Conversation

Once the child is calm, adults will hold a restorative conversation.

The purpose is to:

- Understand what happened.
- Encourage accountability.
- Repair relationships.
- Teach positive choices.

Restorative conversations form part of learning and should take place after appropriate regulation has been achieved.

Step 5 – Consequence

Where appropriate, a logical consequence will follow.

Consequences should:

- Be proportionate.
- Link directly to the behaviour.
- Maintain dignity.
- Support learning.
- Encourage responsibility.

Consequences are explained calmly and consistently.

7.3 Logical Consequences

Logical consequences help children understand the impact of their behaviour.

Examples include:

Behaviour	Logical Consequence
Mess deliberately made	Help clean the area
Resources misused	Practise using equipment correctly
Learning disrupted	Complete learning during own time where appropriate

Behaviour	Logical Consequence
Unkind behaviour	Restore relationship through apology or restorative action
Unsafe behaviour	Temporary removal from activity until safe choices can be demonstrated
Damage to property	Support with repairing or replacing where appropriate

Consequences should never humiliate or embarrass children.

7.4 Restorative Practice

Following incidents, adults support children to reflect upon:

- What happened?
- Who has been affected?
- What could have been done differently?
- How can we put things right?
- What will happen next time?

Restorative conversations help children develop:

- empathy
 - accountability
 - emotional literacy
 - resilience
 - problem-solving skills
-

7.5 Repairing Relationships

Repair is an essential part of behaviour support.

Repair may include:

- saying sorry sincerely
- replacing damaged property
- helping others
- rebuilding trust
- practising expected behaviours
- completing missed learning
- demonstrating positive choices

Adults also repair relationships following difficult conversations, ensuring children know they remain valued members of our school family.

7.6 Fresh Starts

Once behaviour has been addressed, children should experience a genuine fresh start.

Adults will:

- welcome children positively
- avoid revisiting previous incidents unnecessarily
- recognise improved behaviour
- encourage success
- rebuild confidence

Children should never feel labelled by previous mistakes.

7.7 Working with Parents

Parents are partners in promoting positive behaviour.

Where behaviour concerns arise, communication will remain:

- timely
- respectful
- factual
- solution-focused

Parents will be informed when behaviour reaches thresholds outlined within the TrackIt Lights system.

The purpose of communication is always to strengthen partnership between home and school.

Our Commitment

At St Teresa's, we respond to behaviour with consistency, compassion and clarity. We believe that mistakes provide opportunities for learning, relationships can always be repaired, and every child deserves encouragement, guidance and the chance to make positive choices.

Chapter 8: The TrackIt Lights Behaviour System

8. The TrackIt Lights Behaviour System

To ensure consistency across school, St Teresa's uses the **TrackIt Lights Behaviour System**. This provides a clear, graduated approach to supporting behaviour while recognising that most children consistently make positive choices.

The system enables adults to:

- recognise positive behaviour

- intervene early
- provide consistent responses
- communicate with parents
- identify patterns of behaviour
- monitor progress
- provide additional support where required

Behaviour is recorded using **TrackIt Lights** alongside **CPOMS**, where appropriate.

8.1 Green – Universal Expectations

The majority of pupils remain on **Green** every day.

Children on Green consistently demonstrate:

- Ready
- Respect
- Safe

Adults recognise positive choices through:

- verbal praise
 - awarded green TrackIt Light point (one for morning sessions and one for afternoon session)
 - celebration assemblies
 - positive phone calls
 - certificates
 - classroom recognition
-

8.2 Yellow – Reminder

Yellow is used for **low-level behaviours** that require a reminder and an opportunity to correct behaviour.

Examples include:

Calling out.	Off-task behaviour.	Inappropriate chatting.	Poor listening.	Lack of effort.
Poor body language.	Not participating.	Incorrect lining up.	Incorrect transitions.	Leaving seat without permission.

Uniform or jewellery reminders.				
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Adult response:

Calm reminder.	Redirect behaviour.	Restorative conversation where appropriate.	Opportunity to return to Green behaviour immediately.
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Persistent Yellow behaviours (four or more within one week) may result in a telephone call home and monitoring.

8.3 Orange – Continued Behaviour Concerns

Orange is used when behaviour continues despite reminders or when behaviours are more serious.

Examples include:

Repeated Yellow behaviours.	Answering back.	Name calling.	Purposeful disruption.
Refusal to follow instructions.	Out of bounds without permission.	Running inside.	Talking during silent transitions.

Adult response:

Restorative conversation.	Appropriate consequence.	Parent contacted by end of day.	Behaviour recorded on TrackIt Lights and CPOMS where appropriate.
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Repeated Orange incidents may result in a face-to-face meeting with parents and additional behaviour support.

8.4 Red – Serious Behaviour

Red is used for serious incidents requiring immediate intervention.

Examples include:

Physical aggression.	Throwing objects.	Damaging property.	Swearing.	Racist language.
Homophobic language.	Sexist or discriminatory language.	Verbal aggression towards staff.	Repeated refusal to follow instructions.	Repeated Orange behaviours.
Unsafe behaviour placing others at risk.				

Adult response:

Behaviour Lead or Senior Leader informed immediately.	Child removed from the situation if necessary.	Restorative meeting.	Parent contacted.	Behaviour recorded on TrackIt Lights and CPOMS.	Individual behaviour support considered.
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Progressive responses:

- **First Red incident:** Face-to-face meeting between class teacher and parents, agreeing a support plan and review period.
- **Second Red incident:** Meeting involving parents, the Behaviour Lead (N. Halliwell) or Deputy Head (A. Wright), and the class teacher.
- **Third Red incident:** Individual consideration by senior leaders regarding further intervention, including the possibility of suspension where appropriate and proportionate.

8.5 Purple – Suspension Consideration

Purple represents the most serious level of behaviour support.

This may include:

Serious physical assault.	Serious threats.	Persistent dangerous behaviour.	Serious discriminatory incidents.	Behaviour posing significant risk to others.
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Suspension is always viewed as a **last resort** and follows Department for Education guidance.

Before suspension is considered, the school will, wherever appropriate:

review support already provided	consult parents	consider SEND needs	review reasonable adjustments	involve outside agencies where appropriate
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Following suspension, every child will receive:

a reintegration meeting	restorative support	an updated support plan where necessary
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8.6 Monitoring Behaviour

Behaviour data is reviewed regularly by senior leaders to identify:

patterns of behaviour	vulnerable pupils	times of day	locations	trends	effectiveness of interventions
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This information informs future support, staff training and school improvement priorities.

Our Commitment

The TrackIt Lights Behaviour System is designed to provide consistency, clarity and support. It enables adults to recognise positive behaviour, respond fairly to concerns and ensure that every child receives the guidance, encouragement and intervention they need to flourish. Our aim is always to teach, restore and support children to become Ready, Respectful and Safe members of our school community.

Chapter 9: Behaviour Support, Early Intervention and Inclusive Practice

9. Behaviour Support, Early Intervention and Inclusive Practice

At St Teresa's Catholic Primary School, we recognise that some children require additional support to meet our behaviour expectations. Whilst our expectations remain consistently high for every pupil, we understand that the level of support needed to achieve these expectations may differ.

Our graduated approach ensures that concerns are identified early, support is implemented promptly and children receive the intervention they need to experience success.

Behaviour support is always centred around one key question:

"What support does this child need to be successful?"

9.1 Early Identification

Early intervention prevents concerns from becoming more significant.

Staff should monitor for patterns such as:

Frequent Yellow or Orange behaviours.	Changes in presentation or engagement.	Withdrawal from peers.	Increased emotional dysregulation.
Friendship difficulties.	Persistent low-level disruption.	Poor attendance or punctuality.	Changes following significant life events.

Concerns should be discussed with the Behaviour Lead or Senior Leadership Team at the earliest opportunity.

9.2 Graduated Behaviour Support

St Teresa's follows a graduated approach to behaviour support.

Universal Support

All pupils receive:

Clear routines.	Explicit teaching of expectations.	Therapeutic classroom environments.
Positive recognition.	Restorative conversations.	Ready • Respect • Safe expectations.

Targeted Support

Where concerns continue, support may include:

Increased adult check-ins.	Behaviour monitoring.	Daily meet-and-greet.	Individual targets.
Positive report cards.	Additional restorative conversations.	Parent meetings.	Pastoral support.
Small group interventions.			

Individualised Support

Where behaviour continues despite targeted intervention:

Individual Plan (IBP).	Behaviour	Risk assessment where appropriate.	Behaviour Support Plan.
SEND review.		Pastoral Support Plan.	Outside agency involvement.
Individual systems.	reward	Personalised regulation strategies.	

9.3 Individual Behaviour Plans (IBPs)

An Individual Behaviour Plan may be introduced where behaviour significantly impacts learning or safety.

Each IBP should include:

- Strengths.
- Triggers.
- Early warning signs.
- Preventative strategies.
- Adult responses.
- Regulation strategies.
- Individual targets.
- Rewards.
- Review dates.

Plans should be created collaboratively with:

- Parents/carers.
- Class teacher.
- Behaviour Lead.
- SENDCo (where appropriate).
- The child, where appropriate.

Plans are reviewed regularly and adapted according to progress.

9.4 Pastoral Support

Some pupils require additional emotional support rather than behaviour intervention alone.

Support may include:

Emotional check-ins.	Therapeutic conversations.	Regulation support.	Social groups.	skills
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Friendship support.	Emotional literacy work.	Zones of Regulation.	Drawing and Talking therapy (where available).
External counselling services.			

The school's Pastoral Team works closely with staff and families to provide coordinated support.

9.5 SEND and Behaviour

The school recognises that behaviour may be influenced by:

Autism.	ADHD.	Speech and Language difficulties.	SEMH needs.
Learning difficulties.	Sensory processing needs.	Attachment difficulties.	Medical needs.

Staff will always consider whether behaviour may indicate an unmet need before implementing consequences.

Reasonable adjustments may include:	Visual supports.	Movement breaks.
Alternative workspaces.	Sensory equipment.	Individual timetables.
Reduced language.	Additional processing time.	Adult mentoring.

9.6 Working with Parents

Parents are essential partners in behaviour support.

Where additional support is required, the school will:

- Share concerns early.
- Celebrate improvements.
- Agree consistent strategies.
- Set shared targets.
- Review progress together.
- Maintain regular communication.

Meetings are solution-focused and centred around helping the child succeed.

9.7 Outside Agencies

Where appropriate, the school may seek support from external professionals including:

- Educational Psychology.
- CAMHS.
- School Nursing Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Family Help through Early Help
- Children's Social Care.
- Behaviour Support Services.
- Local Authority Inclusion Team (or other TESSA services)

Parents will be involved throughout the referral process, especially when consent is required.

9.8 Monitoring Support

Support plans are reviewed regularly using:

- TrackIt Lights.
- CPOMS.
- Behaviour observations.
- Parent feedback.
- Pupil voice.
- Attendance data.
- Academic progress.

Interventions should demonstrate clear impact and be adapted where necessary.

Our Commitment

Every child deserves to succeed. Through early identification, strong relationships and graduated support, we work collaboratively with children, families and external agencies to remove barriers, build confidence and enable every pupil to flourish within our welcoming family of God.

Chapter 10: Serious Behaviour, Suspension and Safeguarding (in line with Safeguarding and Exclusion policies)

10. Serious Behaviour, Suspension and Safeguarding

Whilst the vast majority of behaviour concerns can be successfully addressed through positive relationships, restorative practice and graduated support, there may be occasions where behaviour presents a serious risk to the safety, wellbeing or learning of others.

In these situations, the school will respond promptly, fairly and proportionately, always seeking to protect the safety and dignity of everyone involved.

Serious incidents are always viewed within the context of the child's individual circumstances, safeguarding needs and any relevant SEND or medical information.

10.1 Serious Behaviour

Examples of serious behaviour include, but are not limited to:

Physical assault.	Deliberate violence.	Serious verbal abuse.	Racist language.
Homophobic language.	Sexist language.	Other discriminatory language or behaviour.	Bullying.
Deliberate damage to property.	Throwing objects with intent to harm.	Persistent refusal to follow reasonable instructions.	Leaving school premises without permission.
Behaviour that places others at significant risk.			

Each incident will be investigated individually.

10.2 Bullying

Bullying is:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally."

Bullying may be:

- Physical.
- Verbal.
- Social.
- Emotional.
- Online (cyberbullying).
- Prejudice-based.

Bullying is not the same as a one-off disagreement or isolated friendship issue.

All allegations of bullying will be investigated thoroughly and logged as 'alleged bullying'.

Support will be provided to both the victim and the child displaying bullying behaviour.

Racist incidents.	Homophobic language.	Biphobic language.
Transphobic language.	Sexist behaviour.	Disability discrimination.
Religious discrimination.		

10.3 Discriminatory Behaviour

St Teresa's has zero tolerance for discrimination.

This includes:

All discriminatory incidents will:

Be challenged immediately.	Be recorded on CPOMS.	Be reported to senior leaders.
Be communicated to parents.	Be investigated thoroughly.	Include restorative education where appropriate.

10.4 Searching, Screening and Confiscation

School staff have the legal authority to confiscate prohibited items where appropriate and in accordance with Department for Education guidance.

Prohibited items include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco or vaping products.
- Fireworks.
- Pornographic material.
- Any item likely to cause harm.

Parents will be informed where appropriate.

10.5 Reasonable Force

In exceptional circumstances, trained staff may use reasonable force to:

Prevent injury.	Prevent serious damage to property.	Prevent criminal offences.	Restore safety.
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Any use of reasonable force will:

Be proportionate.	Use the minimum force necessary.	Be recorded promptly.
Be shared with parents.	Be reviewed by senior leaders.	

The school aims to avoid physical intervention wherever possible through proactive behaviour support and de-escalation strategies.

10.6 Suspension

Suspension is a last resort and will only be considered after all reasonable alternatives have been explored, except where there is an immediate and serious risk to the safety of others.

The Headteacher will consider:

The seriousness of the incident.	Previous behaviour history.	Support already implemented.
SEND.	EHCP requirements.	Safeguarding concerns.
The impact on others.		

Suspensions will always follow current Department for Education guidance.

10.7 Reintegration Following Suspension

Following any suspension, a reintegration meeting will take place involving:

The Headteacher or Senior Leader.
Parents/carers.
The class teacher.
The Behaviour Lead where appropriate.
The child.

The meeting will:

Review the incident.
Restore relationships.
Agree expectations.
Identify further support.
Update behaviour plans where required.

The aim is always to ensure a successful return to school.

10.8 Recording and Monitoring

CPOMS.	TrackIt Lights.	Local Authority reporting systems where required.
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Serious incidents will be recorded on:

Senior leaders review incidents regularly to identify patterns, evaluate the effectiveness of support and ensure consistency across the school.

Our Commitment

St Teresa's is committed to maintaining a safe, inclusive and respectful learning environment for every member of our community. Whilst serious incidents are managed robustly and in accordance with statutory guidance, our ultimate aim remains to educate, restore relationships and support every child to learn from their experiences. Guided by our Catholic values, we believe that every child deserves compassion, accountability and the opportunity to make a positive fresh start.

Chapter 11: Roles and Responsibilities

11. Roles and Responsibilities

Creating and maintaining a positive behaviour culture is the responsibility of every member of the St Teresa's community. Through shared expectations, consistency and collaboration, we work together to ensure every child feels safe, valued and able to flourish.

11.1 Governing Body

The Governing Body is responsible for:

Ensuring the school has an effective Behaviour & Relationships Policy.	Monitoring the implementation and impact of the policy.	Supporting the Headteacher in promoting high standards of behaviour.
Reviewing behaviour data and trends.	Ensuring statutory guidance is followed.	Holding school leaders to account for behaviour outcomes.
Promoting equality, inclusion and safeguarding.		

11.2 Headteacher

The Headteacher provides strategic leadership for behaviour across the school and is responsible for:

Promoting the school's Catholic ethos and values.	Ensuring consistent implementation of this policy.	Supporting staff with behaviour management.
Making decisions regarding suspension and exclusion.	Monitoring behaviour trends and school culture.	Ensuring appropriate staff training.
Reporting behaviour information to Governors.	Ensuring reasonable adjustments are made for pupils with additional needs.	

11.3 Senior Leadership Team

The Senior Leadership Team (SLT) will:

Model exemplary behaviour and professionalism.	Support staff with behaviour incidents.	Monitor consistency across school.
Analyse TrackIt Lights and CPOMS data.	Lead restorative approaches.	Support behaviour planning.
Meet with parents where appropriate.	Ensure behaviour systems remain effective.	

11.4 Behaviour Lead

The Behaviour Lead plays a key role in developing and maintaining a consistent behaviour culture across school.

Responsibilities include:

Supporting staff with behaviour concerns.	Monitoring behaviour trends.	Leading restorative practice.
Supporting Individual Behaviour Plans.	Coordinating behaviour interventions.	Meeting with parents where required.
Delivering staff training.	Monitoring TrackIt Lights and CPOMS.	Supporting pupils requiring additional intervention.

11.5 Class Teachers

Class teachers are responsible for establishing positive classroom cultures where all children can succeed.

Teachers will:

Build positive relationships with every child.	Teach behaviour expectations explicitly.	Maintain consistent routines.
Promote Ready • Respect • Safe.	Recognise positive behaviour regularly.	Apply the TrackIt Lights system consistently.
Record behaviour appropriately.	Communicate with parents.	Complete restorative conversations.
Seek support when necessary.	Work collaboratively with colleagues.	

11.6 Teaching Assistants

Teaching Assistants play a vital role in promoting positive behaviour.

They will:

Model school expectations.	Support classroom routines.	Reinforce positive behaviour.
Promote independence.	Support emotional regulation.	Use therapeutic language.
Share behaviour information with teachers.	Contribute to behaviour support plans where appropriate.	

11.7 Midday Supervisors

Midday Supervisors are essential members of our behaviour team.

They will:

Promote Ready • Respect • Safe.	Model respectful interactions.	Encourage inclusive play.
Supervise playground zones consistently.	Follow agreed behaviour procedures.	Record significant incidents.
Communicate concerns to class teachers and senior leaders.	Support restorative conversations where appropriate.	

11.8 All School Staff

Every adult working at St Teresa's is expected to:

Model exemplary behaviour.	Speak respectfully to children and colleagues.	Follow agreed routines.
Apply behaviour expectations consistently.	Remain calm under pressure.	Protect children's dignity.
Promote inclusion.	Support restorative practice.	Safeguard children at all times.

Children should experience the same high expectations regardless of which adult they are working with.

11.9 Parents and Carers

We value strong partnerships with parents and carers.

Parents are expected to:

Support the school's Behaviour & Relationships Policy.	Reinforce Ready • Respect • Safe expectations.	Ensure children attend school regularly and punctually.
Ensure children wear the correct uniform.	Support children in completing homework.	Attend meetings where requested.
Work positively with school staff.	Communicate respectfully with all members of the school community.	Support agreed behaviour plans where appropriate.
Follow the Parent Code of Conduct.		

Working together provides children with consistent expectations across home and school.

11.10 Pupils

Every pupil has a responsibility to contribute positively to our school community.

Children are expected to:

Be Ready.	Show Respect.	Keep themselves and others Safe.
Follow adult instructions.	Treat others with kindness.	Try their best.
Learn from mistakes.	Look after school property.	Represent St Teresa's positively.
Live out the Gospel Values each day.		

11.11 Our Shared Responsibility

Positive behaviour is achieved through partnership.

When children see adults working together with consistency, kindness and high expectations, they feel secure and are more likely to succeed.

<u>Our shared responsibility is to ensure that every child experiences:</u>
belonging
consistency
encouragement
challenge
compassion
success

Our Commitment

Every member of the St Teresa's community has a role in creating a calm, safe and purposeful school. Through shared responsibility, consistent practice and positive relationships, we work together to ensure that every child is known, valued, loved and supported to flourish.

Chapter 12: Monitoring, Evaluation and Continuous Improvement

12. Monitoring, Evaluation and Continuous Improvement

At St Teresa's Catholic Primary School, we believe that positive behaviour is continually strengthened through reflection, monitoring and ongoing improvement.

Monitoring behaviour enables us to celebrate success, identify emerging trends and ensure that our Behaviour & Relationships Policy remains effective, inclusive and responsive to the needs of our pupils and community.

Behaviour is monitored to improve outcomes for children—not simply to collect data.

12.1 Monitoring Behaviour

Senior Leaders regularly review behaviour information to ensure consistency across school.

This includes analysis of:

- TrackIt Lights data.
- CPOMS records.
- Behaviour incidents.
- Positive behaviour recognition.
- Attendance and punctuality.
- Playground incidents.
- Lunchtime behaviour.
- Suspensions.
- Behaviour support plans.
- Pastoral referrals.

This information helps identify:

- Patterns across year groups.
- Individual pupils requiring additional support.
- Locations or times where additional supervision may be required.
- Effectiveness of interventions.
- Staff training needs.

12.2 Pupil Voice

Children's views are central to the development of behaviour across school.

Opportunities for pupil voice include:

- School Council.
- Class discussions.
- Behaviour surveys.
- Pastoral check-ins.
- Individual pupil interviews.
- Wellbeing questionnaires.

Pupil feedback helps us understand:

- How safe children feel.
- Whether behaviour expectations are understood.
- How effectively restorative approaches are working.
- Suggestions for improving school life.

12.3 Staff Voice

Staff are encouraged to contribute to the ongoing development of behaviour systems.

Opportunities include:

- Staff meetings.
- Behaviour audits.
- Professional discussions.
- Training evaluations.
- Anonymous surveys.
- Coaching and reflective practice.

Regular consultation ensures behaviour systems remain practical, consistent and effective.

12.4 Parent Voice

Parents are valuable partners in evaluating our behaviour culture.

Feedback may be gathered through:

- Parent questionnaires.
- Meetings.
- Parent forums.
- Behaviour review meetings.
- Informal discussions.
- Governors' surveys.

The school values honest, constructive feedback and works collaboratively with families to improve outcomes for children.

12.5 Governor Monitoring

Governors monitor behaviour through:

- Behaviour reports.
- Headteacher reports.
- Learning walks.
- Pupil voice.
- Policy review.
- Safeguarding monitoring.
- Attendance data.
- Behaviour trends.

Governors provide support and challenge to ensure behaviour remains a school improvement priority.

12.6 Staff Development

Professional development is essential to maintaining a consistent behaviour culture.

Training may include:

- Therapeutic Schools (TPC).
- Trauma-informed practice.
- Restorative approaches.
- Positive behaviour support.
- SEND and SEMH.
- De-escalation strategies.
- Safeguarding.
- Behaviour recording.
- Inclusive practice.

New staff receive behaviour induction as part of their onboarding programme.

12.7 Policy Review

This policy will be reviewed annually or sooner if required following:

- Changes to legislation.
- Updated Department for Education guidance.
- School evaluation.
- Significant behaviour trends.
- Governor recommendations.

The review process will involve:

- Senior Leadership Team.
 - Governors.
 - Staff consultation.
 - Pupil voice.
 - Parent feedback where appropriate.
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12.8 Measuring Success

The success of this policy will be evidenced through:

- Calm, purposeful classrooms.
 - Positive relationships.
 - Consistent routines.
 - High attendance.
 - Reduced behaviour incidents.
 - Reduced suspensions.
 - Positive pupil wellbeing.
 - Strong parent partnerships.
 - Positive staff feedback.
 - Improved learning outcomes.
 - Pupils who demonstrate our values of Ready, Respect and Safe.
-

Final Statement

At St Teresa's Catholic Primary School, we believe that behaviour is about far more than managing conduct—it is about shaping character, nurturing relationships and enabling every child to flourish. Guided by our Catholic faith and Gospel values, we strive to create a welcoming family where every child is known, valued and loved. Through therapeutic practice, consistent expectations and compassionate support, we empower our children to become respectful, resilient and responsible young people who are Ready to learn, show Respect to all, and keep themselves and others Safe. Together, as a community of pupils, staff, parents, governors and parish, we are growing and achieving with Jesus at our side.

Reference to other policies: (links needed)

Safeguarding and child protection policy (2026)

Keeping Children safe in Education (2026)

Working Together to safeguard Children (2026)

Equality Policy

Inclusion statement

SEND Policy

Complaints Policy

Exclusion Policy

Parent Conduct Policy