



Behaviour Policy

**At St Patrick's School we believe that high expectations lead to high standards of behaviour.
Our mission is to follow the loving example shown by Jesus Christ.**

St Patrick's School is a Christ-centred community built upon the core values of the Catholic church. Our behaviour management reflects our inclusive values. We treat every child as a unique individual with special qualities. We recognise that everyone has the right to feel safe at school, learn to the best of their ability, and be treated with dignity and respect.

The purpose of this policy is to ensure good learning behaviour and to celebrate achievements, as well as to provide guidance and support for pupils, staff and parents and build positive relations in an atmosphere of trust and mutual respect.

High Expectations and High Standards should:

- be evident and consistent in every classroom and around the school
- be encouraged, modeled and acknowledged by all members of staff.
- be encouraged and praised by parents.

The school insists that all stakeholders demonstrate our PATRICK attitudes:

Perseverance
Aspiration
Teamwork
Respect
Independence
Creativity
Kindness

These values incorporate our British Values, our Learning Attitudes and our Gospel Values.

The PATRICK attitudes are used to ensure good behaviour. Pupils have a variety of rewards to encourage exemplary learning behaviour. All staff model the PATRICK attitudes and refer to the PATRICK attitudes when dealing with behaviour issues: this is consistently used across the school.

Children's Responsibilities

- To demonstrate the PATRICK attitudes at all times.

Staff Responsibilities:

- Model the PATRICK attitudes at all times
- Set high expectations.
- Apply the PATRICK attitudes firmly, fairly and consistently.
- Expect to give and receive respect
- Be positive, nurturing and build relationships.

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- Establish the facts.
- Seek a second opinion if you are unsure.
- Develop a class charter which communicates the children's responsibility to keep the PATRICK attitudes, maintain a safe environment, challenge their learning and pray together.
- Use common sense and grace when responding to undesirable behaviour.

Staff will:

- Use humour – it builds bridges.
- Keep calm – it reduces tension.
- Listen – it earns respect.
- Love – see good in every child!

Staff should avoid:

- Humiliating – it breeds resentment.
- Shouting – children will respond by getting louder.
- Over-reacting – the problem will grow.
- Blanket punishments – the innocent will resent them.
- Over punishment – never punish what you can't prove.
- Group Punishments – it is rarely fair.
- Sarcasm – it reduces the respect the children have for you.

Parent Responsibilities:

- Support the school's Behaviour Policy.
- Use the school's PATRICK attitudes to reinforce behaviour outside of school.
- Notify the school of changes or incidents outside of school that may affect their child's behaviour in school.
- Foster good relationships with the school and see themselves as partners in their child's learning and education.

Rewards and Sanctions

Consistent rewards and sanctions ensure children and staff share high expectations for behaviour and that parents have confidence that all children will be recognized for their efforts and will be treated fairly.

Rewards:

There are a wide range of rewards at St Patrick's School that seek to motivate children and acknowledge good behavior. Rewards maintain a positive self-esteem and enable children to challenge themselves beyond their expectations.

A consistent approach to rewarding is applied throughout the school, although it is acknowledged that rewards will be age-appropriate and will differ from class to class and phase to phase. There are some formal ways of rewarding good behaviour:

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- Every teacher chooses a 'Star of the Week' and these children are given certificates and pin badges every Friday in assembly.
- Housepoints from Y2-Y6. The winners are announced in assembly each week and the winning house gets an extra playtime once every half-term.
- Every half-term, we have a 'praise assembly' when a few children from each class are awarded certificates for some aspect of their work.

Other more informal rewards are also used such as:

- Positive comments and smiles
- Golden time
- Sending children to the headteacher for good work/ good behaviour
- A dip in the box (small prizes)
- Stickers
- Certificates

Sanctions:

There are a wide range of sanctions. These include expressions of disapproval, time out (minutes matching a child's age), Scripts, loss of playtime, Report Cards, withdrawal of privileges, detentions, and in rare cases exclusion from school. (*Following the DfE guidelines*).

Staff use the Good to be Green System to monitor behaviour of children. Children are given a warning if their behaviour / attitude is less than expected, for example if they are disturbing other children from learning or refusing to complete their tasks and they receive a yellow warning card.

If a child complies and responds positively to a warning, their card will be turned back to green. Should the undesirable behaviour continue then the child will be given a red card. Staff must always give children 'take up time' after issuing a warning (minimum of 5-10 minutes). A script is then issued.

If a child displays more serious poor behaviour, staff may issue a red card immediately.

Scripts:

The school uses 'scripts' to record incidences of poor learning behaviour. The scripts ensure that all staff use consistent language when applying the sanctions. Pupils are always given reminders if they are not following PATRICK attitudes. Receiving a script is unusual and reflects poor learning behaviour. A 'script' is read to the child by the member of staff involved. The child is then sent to 'Reflection' on the same day to reflect on and discuss the incident. This is also a time for reinforcing the PATRICK attitudes and motivating the child to try their best.

When issuing sanctions staff will:-

- Make clear why the sanction is being applied and which of our PATRICK attitudes was disregarded.
- Make clear what changes in behaviour are required to avoid future sanctions.
- Make clear that it is the **behaviour** rather than the person that is punished.

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If a child continues to disrupt learning within the classroom following a script then they are removed from the classroom and the inclusion team support. If a pupil is aggressive to another pupil, a script will be given immediately.

When seeking support for disruptive behaviour:

- A 'red triangle' is sent to the duty SLT teacher to summon support.
- The child is sent to internal exclusion / calm down zone.
- If a child refuses to leave the room then the class are directed to leave the room.
- Request immediate parental intervention to work with the child to regain an acceptable level of behaviour.
- Witnesses (adult / child) complete incident forms.
- Ensure the headteacher has the written report of the incident.

If a child consistently disregards the PATRICK attitudes, this will be evidenced by the amount of scripts. If a child receives 3 scripts within a half term the class teacher will inform the child's parent / carer. If a child receives 5 scripts within a term the parents /carer will be sent a letter inviting them to a meeting with the phase leader. A report card is likely to be issued to enhance the monitoring of the child's behaviour. If a child receives 7 or more scripts the parents / carer will be sent a letter inviting them to a meeting with the headteacher. The vast majority of children are never given a script.....let alone 7!

Report Cards:

Report cards are monitoring tools for children with persistent poor behaviour. This may be given to the child for a fixed period of time in order to encourage improvements. The format of the card will depend on the age of the child. This is shared with a senior teacher at the end of every day and a copy is given to the parent / carer at the end of the week.

Personalized Learning Programme / Behaviour Plan:

When a child's behaviour presents a significant challenge then a personalized plan is drawn up in consultation with the child, parent, SENDCo, inclusion team and other relevant professionals. Parents are fully involved in this process and are given a copy of documents. The school makes every effort to identify triggers for poor behaviour. It is acknowledged that children with extremely poor behaviour do not respond well to the rewards and sanctions within this policy. The Personalized Learning/ Behaviour plan will identify specific rewards and sanctions and an individualised timetable. The school recognises that all children have a right to learn in a calm and purposeful environment so undesirable behaviour is usually managed in small group or one to one learning sessions by our inclusion team.

SEND:

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN). Where a personalized learning programme or Behaviour Management Plan is in place specific rewards and sanctions will be identified to match a child's specific needs.

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Recording:

All incidents are logged and recorded (SEND forms or incident forms for serious incidents). The Reflection and Detention log books keep a record of who and why a child is in attendance. Script records are kept by the class teacher. Incident forms are given to the headteacher and monitored by the leadership team.

Risk Assessments:

Any child who persistently disregards our PATRICK values will require a risk assessment prior to participating in off-site activities or any activity that has potential to trigger the child. The inclusion team are responsible for ensuring a risk assessment is carried out for any child at risk of exclusion or who may require a personalized Learning / Behaviour Plan.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious Allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation:

Any prohibited items (listed in Appendix One) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



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Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Links with other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body periodically. At each review, the policy will be approved by the headteacher.



Appendix One

List of Prohibited Items (as defined by Section 550ZA (3) of the Education Act 1996)

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.