



ST. PATRICK'S PRIMARY SCHOOL, BIRSTALL



BEHAVIOUR POLICY

"We recognise that every person has a divine origin and an eternal destiny. With this in mind, we at St Patrick's School, aim to provide an education which promotes the development of the whole person. Our children will be encouraged to live the Gospel values through all aspects of the curriculum and the events of their daily lives, leading them to grow, develop and find fulfilment. We seek to foster respect for the unique value and giftedness of each member of the school community and to prepare our children for life in the wider world of diverse faiths and cultures."

(St Patrick's Mission Statement)

'For the foundation, nobody can lay any other than the one which has already been laid, that is Jesus Christ.' Cor. 1, 11 – 12.

In St. Patrick's School the priorities, the relationships, the curriculum, the aims and objectives, the pastoral care and discipline have the potential to speak of God's loving care for each individual involved in the school's life.

The maintenance of discipline within our school is initially the responsibility of the Head Teacher who must take into account the views of the Governors.

'The Governors must ensure that all aspects of school life are firmly rooted in Christian principles and that both staff and pupils are valued as individuals. It is essential therefore that the pupils are given a secure, well-ordered school which will allow for their spiritual, emotional and intellectual growth.

To this end the Governors aim to work with both the staff and parents for the benefit of all the children in the school.'

'What is good behaviour?'

Good behaviour is exemplified by pupils showing, through their actions, that they know what constitutes good behaviour, that they understand what is expected of them and that they respond accordingly. Reasonable adjustments will be made to take into account the needs of pupils with disabilities and or learning/emotional difficulties. They should show care, courtesy and concern for others and relate well to each other and to adults. Pupils should take responsibility for their own actions, appropriate to their age, maturity and disability. They should develop self-esteem, self-discipline and adhere to high standards of behaviour.

In the main, unsatisfactory behaviour is characterised by teachers having to spend an undue amount of time seeking to establish and maintain order, but in the case of disabled pupils reasonable adjustments will need to be made.

As educators we recognise we have a duty to prepare our children for life in modern Britain and to keep them safe.

The British values are:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

As a Catholic School we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We follow the example of the Good Samaritan where we are called to love and care for our neighbour. We ensure that through our school mission, behaviour policy, curriculum and teaching we promote respect for all cultures, faiths and lifestyles.

Code of conduct

The one rule for us all at St. Patrick's is:-

Everyone will act with respect and consideration at all times.

This means that:

- 1) We treat others with kindness and respect in the way that we would like to be treated.
- 2) We move gently and quietly around school.
- 3) In class we make it as easy as possible for everyone to learn and for the teacher to teach.
- 4) We always speak politely to everyone and we use soft voices.
- 5) We keep our school clean and tidy so that it is a welcoming place we can be proud of.
- 6) We are silent when we are required to be.

The school adopts a positive behaviour approach to support our children.

Rewards & Sanctions

It is important to develop a system of rewards and sanctions that is consistent and which the children are aware of, as well as all teaching and support staff.

It is also important that the positive aspects of praise and reward should have great emphasis. Good discipline is based on mutual respect. Children respond better to systems which recognise their strengths and take account of their difficulties. Anything which recognises that children have achieved what has been asked of them is desirable.

The peers of children with disabilities will be made aware of the differing approaches to rewards and sanctions taking into account the individual needs of the pupils.

Rewards

At St. Patrick's, we aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. We believe that everyone should have equal access to rewards in our school, not just those that are academically able. Everyone responds to the right kind of reward. Staff will use a variety of rewards to promote good behaviour.

- 1) Children praised by member of staff.
- 2) Children sent to another adult for praise.
- 3) Members of staff praise child publicly in class.
- 4) Stars, stickers or sometimes treats given as reward.
- 5) Positive comments written in books during marking.
- 6) Childrens' work well displayed.

Sanctions

The use of sanctions will depend on the nature of the problem. Reasonable adjustments will be made to take into account the needs of pupils with disabilities and or learning/emotional difficulties. The use of sanctions should be characterised by certain features.

It should be clear why the sanction is being applied.

It must be made clear what changes in behaviour are required to avoid future sanctions.

Staff use positive language to encourage children to make the right choice.

It should always be the behaviour rather than the person that is punished.

Whenever possible the sanction should be carried out the day of the offence and not carried over.

Application of sanctions

Low level incidents

Standing near a child reminding them of the class rules, praise for children following the rules, highlighting children near them who are following the class rules.

Level one

Would include:- deliberately distracting or disturbing others while they are working, swinging on their chair, arguing over resources, calling out.

Sanction

Warning, child's name written on the board, change of seating position, being asked to stand outside the classroom.

Level two or repeated level one offence

Would include:- refusing a teacher's/ETA's/lunchtime supervisor's request, being deliberately late for class, rudeness towards staff.

Sanction

Warning, child will miss the following playtime/lunchtime break, remaining under the class teacher or senior lunchtime supervisor's supervision.

Repeated level one or two offence**Sanction**

Child is sent to the Headteacher/Deputy Headteacher. The child misses their playtime/lunchtimes for the next three days. The class teacher to make parents aware.

Level three offence or continued level one and two offence

Would include:- racist or homophobic name calling, physical violence to an adult, physical violence towards a child in the classroom, upturning furniture, swearing directly at an adult by word or gesture, leaving the school grounds.

Sanction

Depending on the severity of the incident a fixed term exclusion may be given. Repeated offences could result in a permanent exclusion from school.

Early Years

In the Early Years setting a different set of sanctions are deemed more appropriate to support the children in their acclimatisation into school.

The children are given a maximum of three verbal reminders to help them make good choices.

If the behaviour continues they are asked to sit on the "thinking chair" and are spoken to by one of the adults in the setting. They are expected to sit for no more than one minute and reflect on their behaviour.

More than three occasions of being asked to sit on the "thinking chair" in any one session and parents are informed and the child may be sent to the Head teacher or Deputy Head teacher

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil

permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, they must inform the parents immediately giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to do this.

The headteacher informs the governing body about any permanent exclusions and about fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Conclusion

The staff at St. Patrick's, in co-operation with parents, aim to help the children achieve the high expectations they have. It is right that they obtain the most from their education by developing to their full potential.

We believe that our children cannot benefit from their time at St. Patrick's unless they feel secure and happy.

Our children are expected to behave in a sensible and courteous manner at all times. There are basic Christian principles which need to be emphasised at regular intervals in society and our community today. One such principle is that every person of whatever race, gender, disability or age is endowed with dignity of person. Above all, St. Patrick's School aims to foster among our children a willingness to respect and understand that we are all special and unique.

Whilst recognising the needs of the whole community, the response to disciplinary and other issues of concern must be based on reconciliation.