

# **St Patrick's Catholic Primary School**

## **Behaviour Policy**

**2017/18**

**November 2017**

**To be reviewed at Governor Meeting: January 2019**

At St. Patrick's School we want to make sure that your children are happy. Children are happy when they are learning to do things. We want our children to learn how to read and write, how to play together, how to discover, how to make things and, last but not least, how to behave well towards and respect each other and their teachers and parents.

At St. Patrick's we are keen to work alongside parents to encourage children to:

- grow socially
- grow personally
- grow academically

This policy is concerned with good behaviour, through the operation of a Positive Behaviour Management approach. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think that young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

This policy is about how we aim to do this and sets out:

- What we mean by "Good Behaviour".
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.
- How we discourage inappropriate behaviour.

What do we mean by good behaviour?

- We are kind and polite.
- We are sensible and hardworking.
- We will work together to care for our school and all that is in it.
- We are truthful and honest.
- We respect everyone and everything.
- We put other people's feelings and welfare first.
- We are considerate and helpful.
- We are obedient.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. If, however any child finds this general code too difficult to understand, as many young children do, we will help them by making these behaviours more specific and more suited to the needs of an individual child.

## **The Benefits of Good Social Behaviour**

### **Children:**

- A calm, peaceful environment.
- Do as well as possible in their school work.
- Develop a caring attitude towards others.
- Take responsibility for their actions.
- More enjoyment of school.
- They have a sense of order.
- They develop pride and honour in their school.
- There is a sense of trust.
- There is positive pressure put upon everyone to behave.
- Good role models for everyone to follow.

### **Teachers:**

- Teach effectively without behaviour problems.
- Meet the needs of all pupils.
- Are able to build positive relationships with the parents and the children.
- A better management of time.
- A happy workplace.

### **Parents:**

- Feel confident that their children are growing not only academically but also personally and socially as well.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

How we encourage good behaviour:

Everyone at St. Patrick's has agreed to:

- Recognise good behaviour when it occurs.
- Ensure that all children are praised for behaving well.
- Ensure that criticism is constructive.
- Explain and demonstrate what we wish to see.
- Encourage children to be responsible for their own behaviour.
- Reward individual children and groups for behaving well. E.g. Stickers, certificates, stars, positive message home, house points, reward tokens.
- Be a model of expected behaviour.
- Be reasonable, firm, fair, positive and avoid recrimination.
- Praise or reward disrupting pupils as soon as acceptable behaviour is observed.

- Give attention to pupils who need it at times when you choose and not just when pupils demand it.
- Not get drawn into conflict, calm down, think and then act.
- Avoid over reaction to minor instances of disruptive behaviour.
- Use humour to try and defuse situations.
- Organise classroom space and resources carefully.
- Do not use personal criticism or sarcasm.
- Plan in detail for teacher-led group and independent activities.
- Set tasks which enable all children to regularly achieve success.
- Use positive rather than negative language to communicate expectations and feedback to pupils.
- Establish a small number of school and classroom rules and discuss these regularly with pupils to encourage ownership.
- Give instructions and guidance in clear understandable language.
- Plan for and manage the beginnings of and transitions between activities and lessons.

We believe that good behaviour should be recognised and rewarded with the following:

- Direct praise to the child.
- Child moved to 'Green' or 'Gold' on the Behaviour Chart.
- Stickers, stars and House points link to the What Would Jesus Do? Badges worn by the children and in the hall.
- Certificates.

## **Stopping Inappropriate/Unacceptable Behaviour**

We consider the following behaviour inappropriate/unacceptable:

- Bullying and fighting.
- Deliberate destruction of property - vandalism.
- Showing disrespect to others.
- Refusing to co-operate.
- Deliberately hurting another person.
- Swearing and name calling.
- Stealing.
- Telling lies about another person.
- Spitting.
- Dropping Litter.
- Disobedience and insolence.
- Vulgarity.
- Being disruptive.
- Misuse of substances - e.g. Drugs, alcohol, glue sniffing, smoking.
- Refusal to apologise when an accident means someone else is hurt or their property is damaged.

Everyone at school has agreed to try and prevent this behaviour by:

- Reminding pupils of the school code:
  - Be polite and friendly
  - Be sensible
  - Work hard
- Noticing good behaviours as it occurs

Sometimes this may not be enough and it may be necessary to deal with this situation by imposing sanctions. Our procedures are:

- Give a reprimand and a reminder of appropriate/acceptable behaviour, depending on action up to three times.
- Child is moved to 'Red' on the Behaviour Chart. This gives the child the opportunity to reflect on their behaviour and make changes by correcting their behaviour. If not, the child will stay in at the next playtime to complete a 'Red Card' (reflection sheet).
- Separate pupil from the rest of the class and if necessary remove from the classroom environment.
- Given work to complete at lunchtime under supervision from an adult. A time limit of lost playtime will be imposed by the staff member e.g. 15minutes, 30 minutes etc.
- If the above steps don't have any impact on behaviour then the involvement of the Headteacher and parents will become necessary.
- Maybe involvement of outside agencies as appropriate.

Our responses to inappropriate/ unacceptable behaviour incidents will obviously be differentiated and adjusted accordingly to the age and maturity of the child.

In very rare cases pupils will be excluded from school, following the procedure laid down by the Local Authority. When there is a deliberate destruction of property a contribution towards a replacement would be expected or where serious physical violence towards other pupils or staff has occurred - pupils will be excluded.

In addition, the majority of our staff have received Team Teach training to support all pupils and to safely manage their behaviour in a range of circumstances, but still with a positive approach to behaviour management. This means that at St Patrick's School, staff are committed to "Positive Handling", with the use of a spectrum of risk reduction strategies to both staff and pupils. The Team Teach approach links in with our holistic and nurturing support for all pupils and staff, providing a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm. However, in more extreme circumstances, where a pupil presents as being "in crisis", then a Restrictive Physical Intervention (RPI) will be used by staff, who have been trained in its safe use. This is to protect both vulnerable pupils and staff who are supporting them. In the use of this Team Teach approach the

school acknowledges that it is our legal duty to make reasonable adjustments for disabled children and children with special educational needs.

In the event of a member of staff being accused of misconduct, pastoral care will be provided for that member of staff through the school's own provision and nominated outside agencies through the Diocese of Leeds.

### **VULNERABLE PUPILS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

All vulnerable pupils and pupils with additional needs and/or disabilities at St Patrick's School will be sensitively supported with a variety of strategies to be fully included in the consistent and fair implementation of our positive behaviour policy and systems.

PLEASE also refer to the Statement of Behaviour Principles issued by the Governing Body of St Patrick's School which outlines the general principles to guide the school.

We hope you find this booklet helpful and that you will be able to use this information to encourage your child to behave well in our school.

### **EXCLUSION GUIDANCE**

- Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.
- The decision to exclude for any period must be lawful, reasonable and fair.
- Pupils who are excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Virtual School Head needs to be kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) should be kept informed.
- Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.

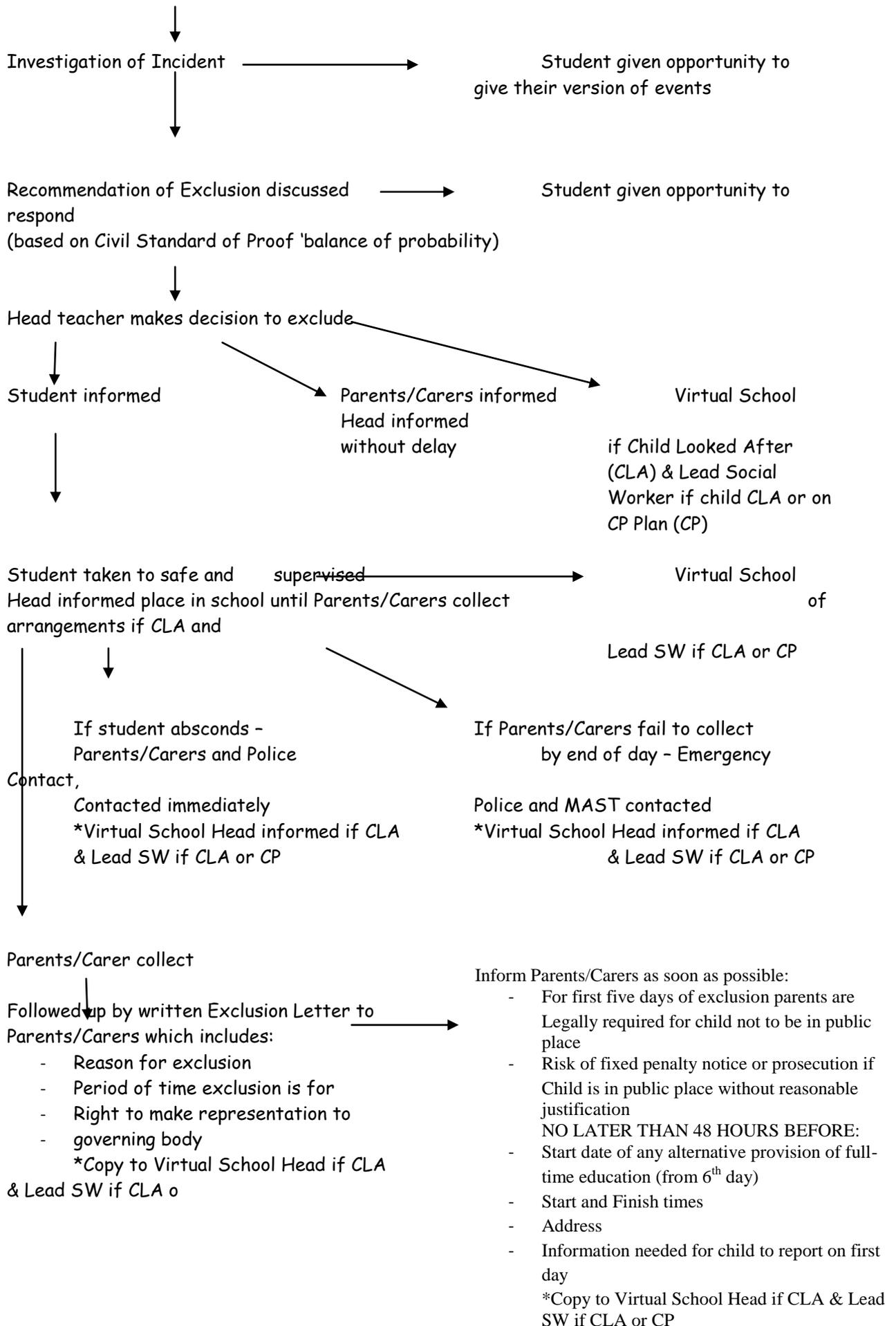
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour.
- School should set and mark work provided for the first five days of a period of exclusion, unless or until alternative provision is provided. Alternative provision must be in place from the sixth day.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- Only the Head teacher has the authority to exclude and this must be on disciplinary grounds.
- Lunchtime exclusions must follow the same exclusion process and count as half day exclusions.
- 'Informal' or 'Unofficial' exclusions are unlawful regardless of whether they occur with the agreement of parents/carers - all exclusions must be formally recorded.
- Consideration should be given to children who present with additional needs, and Head teachers should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA).
- Schools should engage proactively with parents, foster carers, children's homes and the local authority in supporting the behaviour of pupils with additional needs.
- Head teacher must inform the governing body and local authority if a child is permanently excluded or if exclusions result in more than five school days (or ten lunchtimes) in a term or if a period of exclusion will mean that they miss a public examination or national curriculum test.
- All fixed term exclusions should be reported to the governing body and local authority once a term.
- If a pupil lives in a different authority to that of the school they attend, the Head teacher must inform the 'home authority' without delay if a child is permanently excluded.
- If a child has a fixed term exclusion the correct codes should be used on the register; Code E whilst not attending any provision, then Code B (educated off-site)

or Code D (dual-registration) once attending alternative provision. It is the school's responsibility to ensure that the alternative provision provides the adequate number of hours.

- When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.

### Flowchart at point of Exclusion

Serious Incident/Breach of School Behaviour Policy



**Sanction Table:** The stages 1-5 set out below and the displayed behaviour are examples for guidance only. They are not exclusive or prescriptive.

	Behaviour	Sanctions	Comments
<b>Stage 1</b>	<p><b>Minor</b></p> <p><i>The types of incidents that fall into this category are minor with minimal disruption to class work or distress to other pupils. They include:</i></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Interrupting when teacher is addressing the whole class</li> <li>• Consistent inappropriate talking to other pupils</li> <li>• Pushing in line</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Frowns</li> <li>• Reminders</li> <li>• Change of seating</li> </ul>	<p>Not recorded</p> <p>If behaviour continues (i.e. is repeated three or more times the same day of the original sanction), then the behaviour becomes categorised as Stage 2.</p>
<b>Stage 2</b>	<p><b>Minor Disruptive</b></p> <p><i>These incidents, although still relatively minor, are marked by their greater disruptive nature, or the beginning of a challenge to the authority of an adult. They include:</i></p> <ul style="list-style-type: none"> <li>• Ignoring a minor request from a teacher e.g. stop talking, finish that work, etc.</li> <li>• Accidental damage, to person or property, through carelessness</li> <li>• Mild cheekiness towards an adult</li> <li>• Consistently distracting other children</li> <li>• Persistent Stage 1 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Child moved to a place whereby they work on their own, possibly outside classroom</li> <li>• Child is moved to 'Red' on the behaviour chart.</li> <li>• Completing work in reflection</li> <li>• Verbal apology</li> <li>• Letter home informing parent.</li> </ul>	<p>Recorded</p> <p>If behaviour continues (i.e. is repeated three or more times the same day of the original sanction), then the behaviour becomes categorised as Stage 3.</p>

	Behaviour	Sanctions	Comments
<b>Stage 3</b>	<p><b><i>Disruptive</i></b></p> <p><i>These incidents are a level above the minor disruption of Stage 2 with a greater degree of disorder caused to the class, or a more serious challenge to adult authority. Minor bullying also falls into this category. The incidents that fall into Stage 3 include:</i></p> <ul style="list-style-type: none"> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Mild verbal bullying</li> <li>• Ignoring strict instruction from an adult</li> <li>• Persistent Stage 2 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Completing work in reflection</li> <li>• Child is moved to 'Red' on the behaviour chart.</li> <li>• Letter home informing parent.</li> <li>• Headteacher aware of incident, but dealt with by Class Teacher</li> <li>• CPOMS update</li> </ul>	<p>Recorded</p> <p>If behaviour continues (i.e. is repeated three or more times within a short timescale), then the behaviour becomes categorised as Stage 4.</p>
<b>Stage 4</b>	<p><b><i>Serious</i></b></p> <p><i>Stage 4 incidents involve bullying of a more persistent and/or physical nature. It also encompasses verbal abuse towards adults and low-scale vandalism. The incidents that fall into this category include:</i></p> <ul style="list-style-type: none"> <li>• Fighting and intentional physical harm to other children</li> <li>• Verbal abuse towards any member of staff</li> <li>• Vandalism of larger items in classrooms such as tables, chairs, etc.</li> <li>• Stealing</li> <li>• Physical bullying</li> <li>• Serious verbal bullying including racist and hate language</li> <li>• Persistent Stage 3 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Headteacher.</li> <li>• Immediate meeting with parent/s</li> <li>• Assurances (verbal or written) that behaviour will not occur again.</li> </ul>	<p>Any item of school equipment that has been vandalised will be replaced and the parent/s of pupil involved will be billed for the replacement item.</p> <p>Outside agencies possible Involvement - through a multi-agency assessment to bring in specialist support.</p> <p>Three Stage 4 incidents within a half-term will move the severity of the incident to Stage 5</p>

	Behaviour	Sanctions	Comments
<b>Stage 5</b>	<p><b><i>Extremely Serious</i></b></p> <p><i>Stage 5 incidents are marked by extreme danger or violence towards children and/or adults. Incidents that are typical of this stage are:</i></p> <ul style="list-style-type: none"> <li>• Physical abuse towards a member of staff</li> <li>• Bringing a weapon to school</li> <li>• Larger scale vandalism e.g. smashing windows</li> <li>• Arson</li> <li>• Running out of school</li> <li>• Truancy</li> <li>• Persistent Stage 4 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Headteacher.</li> <li>• Telephone call or a letter and a meeting with parents.</li> <li>• Fixed term or Permanent exclusion.</li> </ul>	<p>Outside agencies immediate involvement</p>

Policy Revised: November 2017

Approved by Governors:

To be reviewed: September 2018

## APPENDIX 1 TRAFFIC LIGHT BEHAVIOUR SYSTEM

### Key Stage 1 & 2 System of Rewards and Sanctions

Every classroom in Key Stage 1 & 2 is to have a Traffic Light System. All children begin each day on Yellow.

All classes give children the opportunity to progress onto Green and Gold through displaying good and outstanding behaviour.

If a child breaks a school or class rule then they move their photograph onto Red on the traffic light chart. The child is then given the chance to improve their behaviour during the lesson. If there is no improvement, the child will miss their playtime and fill in a Red Card (see Appendix 2). The Red Card gives the child the opportunity to reflect on their behaviour and think about how they can aim to improve. Once the Red Card has been completed and playtime ends, the child moves their photograph back onto Yellow.

If a child displays good behaviour, they can be moved onto Green on the Traffic Light Chart. The child will have earned one reward token if they have stayed on Green till the end of the day. Once on Green, the child can aim for Gold by displaying outstanding behaviour consistently throughout the day, both in the classroom, around school and in the playground. If the child reaches Gold they will have earned four reward tokens. In classes Calder and Wharfe, this is decided at the end of each day. In class Aire, this is decided at the end of the week (differentiated to take note of the developing maturity of the children in the older class).

In classes Calder and Wharfe, the reward tokens are collected up each week and the children have a chance to win a dip in a sweet box. The tokens are then kept for a large raffle at the end of term where up to three prizes can be won.

In class Aire, children must stay on Gold till the end of the week. If a child remains on Gold by the end of the week, they win a reward of having tea and cake with the Headteacher.

### Foundation Stage

Children in Foundation Stage use the 'Marble in a Jar' behaviour system.

All Children start with their names on a marble in the marble jar. If a child displays poor behaviour by breaking a classroom or school rule, their name is moved out of the jar. If there is no improvement in behaviour, the child is given 'time out' at playtime.

If a child remains in 'the jar', the child is rewarded with House Points. If a child is consistently 'in the jar' and displaying excellent behaviour, they receive a Reward Token.

These children are given the reward of 'Free Choice' in which they can choose an activity of their choosing (no shoes, bubble party, music, juice, film etc.). Children are also entered into a raffle where six are selected from a 'dip' to sit on a 'Special Table' with the teacher at lunch time.

APPENDIX 2

<b>RED CARD</b>	Name _____ Date _____
<b>Why am I on red?</b>	
<b>How do I feel about being on red?</b>	
<b>What will I do today to try and be on green ?</b>	