



Behaviour Management Policy
Autumn 2022

Next Review due: Autumn 2024

Behaviour at St Patrick's Catholic Primary School

At our school we believe in treating each other fairly and with respect. Through our Core Values (Love, Respect, Dedication, Faith, Compassion and Happiness), we look for the best in staff and pupils and look for all to achieve. We are committed to creating a safe, happy and healthy atmosphere where children can love life, learning and play. Effective behaviour management should be positive, affirming and reconciliatory. It consists of systems and structures that provide a reflective and supportive learning environment for all our children.

As such, our behaviour policy reflects our high expectations of both the learning and social behaviours we want to develop, celebrate and identify in our children.

Through the consistent use of the systems and principles of this policy, children understand that we have secure and fair boundaries. We are also a school where we expect children to take responsibility for their own learning and behaviour.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviours or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their development within and beyond their school years.

We expect all children to remember that whether at school or not, they are a member of St Patrick's School Community and as such should follow our school Core Values. They are always representing St Patrick's, whether travelling to school or online and we expect children to behave in an appropriate manner.

We are a '**No Shouting**' School. This means that we expect all members of our community to speak and listen to each other with respect. Adults shouting at children is unacceptable as a strategy of managing behaviour or reprimanding.

This policy will form the basis upon which we map out the purpose, nature and management of behaviour in our school.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body. All staff, including support staff, are fully aware of their role in its implementation. Staff have access to the Policy via the school's systems and it is also available on the school's website for the wider school community.

Parental Responsibility

All parents sign a home-school agreement when entering children into the school. It is important that parents understand and fully support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and for the academic progress of all children.

Other policies that should be referred to in support of this aim are:

- Anti-bullying
- SEN Policy
- Equality Policy
- Positive Handling

Children with Specific Behaviour Difficulties or Specific Learning Difficulties

As a school we are aware that some children have specific behavioural difficulties. In such cases individually tailored Behaviour Plans are more appropriate and may deviate from the general Behaviour Policy.

A Behaviour Support Plan (BSP) will be written by the class teacher, parent and SENCO. It will be shared with all staff to ensure that consistency of approach is maintained for the child. Each BSP will be reviewed half termly or reviewed and adjusted after any behavioural event.

Our school has an obligation to keep children safe. Teaching staff will receive training and use positive handling Team Teach strategies to de-escalate and reduce the risk of injury to staff and children. Please see The Positive Handling Policy for further information.

Developing Positive Behaviour and Relationships.

We recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. Through our Going for Gold Behaviour approach we can celebrate and encourage these children to support the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

We look to encourage and facilitate positive behaviour first and foremost in our children. This is done through the use of appropriate body language and helpful scripts. Examples of positive language are listed below:

Remember ... state the behaviours you want to see, NOT what you don't want to see.
Avoid saying please but end with thank you! – it sounds more assertive and that you expect compliance.

Helpful scripts – keep it short and punchy

- Stay in your seat whilst you eating/ working thank you!
- I need you to... thank you.
- Line up sensibly, thank you.
- I hear what you are saying and I Will But right now I need to
- I am listening to your problemand I will speak to ... when ...
- Right now you need to be do the right thing, thank you. 'Where should you be?'
- This behaviour is not appropriate, rewind and make the right choice thanks.
- Well done for co-operating, thank you!
- Great lining up over here thanks for co-operating / doing the right thing!
- Very helpful behaviour!

Our Systems

Our whole school behaviour management systems is **Going for Gold**. We also have a **Work of the Week (WOW) Assembly** where children from each class who have achieved gold behaviour at least twice in a week are awarded certificates for positive behaviour and attitudes.

Going for Gold is...

- Based on an **assertive** model; children have the opportunity to make **positive choices** about their behaviour and **influence outcomes**
- Promotes **high expectations**
- Clearly **defines behaviour types** for children
- **Acknowledges positive behaviour** and rewards it accordingly
- **Motivates** children to improve and sustain positive behaviour
- Enables children to **reflect** on their behaviour
- Enables staff to support pupils in **modifying** their behaviour
- A **fair and consistent** approach from all members of staff
- Integrated throughout the day
- Tracks and records behaviour outcomes
- Informs parents and the school community about a child's positive and / or challenging behaviour

WOW Assembly

During WOW Assembly children from each class are awarded certificates for positive behaviour and exemplary demonstration of our learning dispositions. At these assemblies the Head teacher talks to children about the meaning and outworking of these learning characteristics and their importance.

Going for Gold Explained

Every day each child starts on green, but aim for GOLD! It's all about **Positive** and **Negative Choices**.

- At the beginning of the day, all children have their name / face on the green part of the board
- If a child makes positive individual choices with their behaviour they move up the board
- If a child makes negative individual choices with their behaviour, they move down the board and suffer the corresponding consequence

Gold: Gold sticker, golden note home, golden leaf and visit to Senior Leadership Team

Silver: Silver sticker and golden token

Green: Starting colour

Blue: Warning, followed by time out in own class

Yellow: Reflection time – time out – may sometimes be out of class for a few minutes

Red: Detention – a note is also sent home to parents with a copy of the child's reflection sheet.

Behaviour Types

GOLD

- Being an exceptional role model to others in work, attitude and behaviour
- Embracing areas of school life and learning
- Displaying exceptionally excellent behaviour
- Showing exceptional initiative
- Producing an exceptional piece of classwork or homework

SILVER

- Applying consistent effort
- Being a good role model
- Having a high sense of achievement
- Showing an impressive level of work
- Helping without being asked
- Going that extra mile with homework
- Taking risks and attempting challenges
- Showing resilience

GREEN

- Being considerate to peers and adults
- Showing very good social skills
- Showing initiative
- Being self-motivated
- Working independently
- Encouraging others to do the right thing
- Exceptional participation in lessons
- Co-operating with others
- Respecting our school and equipment
- Respecting our peers and other adults
- Always do your best
- Being polite and helpful and showing good manners
- Stopping and listening when other people speak
- Being sensible in the corridors and while walking around the school
- Taking pride in your work
- Actively taking part in lessons
- Participation in partner/group discussions
- Being supportive of others

BLUE

- Shouting/calling out during teaching time
- Getting out of your seat during whole class learning
- Distracting other children from learning
- Talking when others are talking
- Rocking on chairs
- Not working to the best of your ability
- Not co-operating with others
- Having a negative attitude

YELLOW

- Not following instructions (including not amending blue behaviour)
- Taking or damaging other people's property (e.g. using someone's belongings without asking)
- Name calling/teasing
- Throwing things
- Rudeness
- Refusal to work

RED

- Discriminating against others (e.g. making unkind comments about people's religion, gender etc.)
- Intimidating behaviour / bullying
- Fighting
- Offensive language (e.g. a swear word)
- Stealing
- Lying

Lunchtime Behaviour

The midday staff implement Going for Gold in the dining hall and playground. Positive behaviour is rewarded with golden time recorded or stickers.

Midday supervisors should actively look for positive behaviours displayed by all children.

Children displaying red behaviours at lunchtime will discuss with a member of the SLT or staff on duty on the playground. A sanction such as time out will be issued. On some occasions there will be a need for the incident to be further investigated by the Deputy or Head teacher, but on the whole the matter should be considered dealt with by the staff on duty. Valuable teaching time should not be given over to further reporting or discussion of lunchtime behaviour.

Where there are friendship issues or minor disagreement between pupils the peer mentors are available in the second part of lunchtime to mediate and resolve conflicts.

The Red Room (detention room)

Detentions are given in line with Going for Gold. They can also be given by members of the Senior Leadership Team where appropriate.

The detention room is open every lunchtime, including wet plays. It is run by teachers. Children are given a form which will encourage them to reflect on their behaviour.

A file is kept of children sent to the detention room. This information is transferred to the SIMS/CPOMS system for analysis by SLT.

Informing Parents

It is the responsibility of class teachers to inform parents if their child has been issued with a detention. If a child has had three detentions within a half term, then parents will be invited in to speak to senior leaders.

Recording and Reporting

- The school records when a child has achieved gold behaviour at least two days in a week. If a child has received a red room detention it is also recorded.
- Where persistent poor behaviour is noted, parents / carers will be invited in to school to meet with the child's teacher and / or members of SLT
- Isolated incidents of extreme negative behaviour will result in parents / carers being invited to school to meet with the class teacher and a member of SLT
- Serious and persistent incidents of poor behaviour will be recorded on the school's data system, SIMS, in the child's permanent record
- When there is physical, sexual, racial, homophobic or verbal abuse involved, the Headteacher may exclude the child from school (see Exclusions Policy for further information) Incidents of Racist behaviour are recorded (without names) and reported to the Governing Body
- Allegations of bullying are always investigated and recorded (see Anti-Bullying Policy for further information)
- SLT will monitor the application of this policy across the school to ensure consistency and fairness

Equality Analysis

As part of our commitment to eliminate discrimination and advance equality of opportunity, the SLT will keep and monitor records of positive and negative behaviours for race, SEN, gender, faith and financial circumstances in order to evaluate whether this policy is applied fairly and to identify any issues affecting particular groups. The Headteacher will include an analysis of behaviour, including an equality assessment, in her HT report to the Governing Body each term.

Parent Responsibility for a Child's Behaviour

- Support the school's behaviour management systems and work in partnership with the school
- Praise and encourage their child in all areas of school life
- Act responsibly and set a good example

- Value all members of the school community and appreciate their differences
- Support their child by attending meetings and open evenings
- Make sure their child is ready to learn each day by
 - being on time
 - wearing school uniform
 - providing a healthy breakfast
 - ensuring sufficient sleep i.e. at least 10 hours per night
- Explain to their child what is expected around behaviour, attitude to learning and social interaction
- Keep the school informed about problems at home which affect the child

Staff Responsibility for a Child's Behaviour

- As necessary, remind children about the school's behaviour management systems (especially at the beginning of each term), rewards and consequences
- Begin each school year by designing a set of class rules and class contract together and display these at a prominent place within the class
- Build on each child's self-esteem through constant encouragement, celebration of achievements, valuing differences and showing respect for them individually
- Set a good example by showing fairness, patience and consistency
- Ensuring children move around the school safely by leading from the front and reminding children of appropriate behaviour.
- Make it clear that response is to the behaviour, not the child when praising or disciplining
- Provide a safe, stimulating and happy environment
- Have high expectations of every child
- Keep records regarding behaviour
- Work in partnership with parents, colleagues and outside agencies
- Model polite, positive behaviour
- Encourage the children to be responsible for their own behaviour

Children taking responsibility for their own behaviour

- Restorative Practice helps with behaviour management and teaches children how to deal with their own conflict - recognising that someone else has been affected by what they have said or done, helps them to recognise their feelings and have empathy for the feelings of others.
- A script card is used by staff and by the children (Restorative Ambassadors) in order to make sure that the children have their say and make amends.
- Restorative Ambassadors are chosen to help others with conflict as a facilitator and eventually children are then able to deal with conflict themselves and understand the steps that are taken in making amends and living peacefully with one another

Restorative Justice 4 Schools – Chat Script	Restorative Justice 4 Schools - Chat
What happened? What were you thinking? What do you think now? What needs to happen to put this right? What will you do differently next time? www.restorativejustice4schools.co.uk	1. Ask each person the same question before moving onto the next one. 2. If they cannot answer allow more time out or speak to them separately before trying to bring them back together. www.restorativejustice4schools.co.uk

Confiscation and searches for inappropriate items

Head Teachers and authorised staff can search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Head Teachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Unauthorised mobile phones or digital devices

Weapons and knives and images of child abuse, will always be handed over to the police.

Fixed and Permanent Exclusions

St Patrick's is a welcoming and inclusive community and we will always work with parents, staff and pupils to avoid exclusions where possible.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Head Teacher of the School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head Teacher's duty to notify parents, apply in all cases.

Further information and the full Government guidance can be found at:
www.gov.uk (search for exclusion guidance for schools)

Review

This policy is reviewed by staff and governors every two years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Behaviour Support Plan (BSP)

Name of child:

Date of Birth:

Year Group:

Date of Plan:

Target Behaviours:

1.

2.

Positive Intervention Strategies (Distractions):

1.

2.

Positive Re-enforcements:

1.

2.

Consequences:

1.

Other information:

Behaviour Support Plan Review date and Outcome:

Parent signature:



Red Card

Inappropriate behaviour that led to Red Card being issued:

Name

Class

Date



Red Room Reflection Time

Reasons for my behaviour

Description of my behaviour

Plan for improvement – discussed with an adult

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequences...