



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

### **Positive behaviour policy**

Mrs J Lewis produced this policy after discussion with, teaching staff, Learning Mentors, Teaching Assistants and Supervisory Assistants. It is to be read in conjunction with the following policies; Anti-Bullying, Equality and SENDA. This policy will be shared with parents at a meeting and with all students at the beginning of the year.

#### **Aims**

- To foster an atmosphere in which everyone, child and adult alike, is treated with respect, courtesy and fairness.
- To provide an ordered environment in which children can learn and teachers can teach, freely and without disturbance.

#### **Objectives**

1. To treat all children fairly and equally through consistent use of established routines, rewards and sanctions.
2. To use praise and reward at every opportunity to encourage good behaviour, successful learning and the enhancement of self esteem.
3. To celebrate examples of good work and behaviour with the individual child as they are observed, and collectively with the other members of the class and/or with the school assemblies.
4. To provide opportunities for children to improve their work or behaviour by issuing reminders of the expected standards and warnings of the consequences of their failing to achieve them.
5. To inform parents of their children's successes and to seek their support to overcome problems if their children's behaviour is detrimental to themselves and others.
6. To create an atmosphere in which children may strive to develop relationships which conform to the principles contained in our Mission statement.

#### **Guidelines for achieving objectives**

See Appendix 1 for procedures.

Parents and children will receive a copy of our 'Golden Rules' All staff will use the "It's Good to be Green" behaviour scheme which will be displayed prominently in class alongside the school's Golden rules.

Our Mission Statement of "Peace, Love and Understanding" forms the basis of these Golden Rules which are:

- We are kind and helpful; we don't hurt anybody's feelings.
- We are honest; we don't cover up the truth.
- We are gentle; we don't hurt others.
- We listen; we don't interrupt.
- We look after things; we don't damage property.
- We are careful; we keep ourselves and others safe
- We work hard; we don't waste time.

## General conduct in school

**Behaviour for Learning:** SEAL and PSHE is taught to encourage children to become familiar with how they learn and to examine their learning behaviours. The 5 Rs are encouraged across the school (responsibility, resilience, resourcefulness, reasoning and reflection).

**Polite behaviour** is expected at all times.

### **Movement around school**

- Children are asked to walk quietly, in single file, keeping left.
- Children are to wait at fixed points - doors and stairs, for permission for class to proceed.
- The first person in line will hold door for others.
- Adults should be allowed through doors first when meeting oncoming children.
- Exterior doors are kept closed. Children must not open them without permission.
- Children not following movement rules will be sent back to repeat action correctly. Those following rules will be praised and/or rewarded.
  
- **n.b. In applying the School Behaviour Policy, it is essential that staff support each other. Any teacher experiencing difficulty may feel confident that colleagues will be willing to offer constructive advice for developing strategies to overcome problems.**

### **Safer Handling**

- Please see our Safer Handling Policy.

### **E-Safety**

- Internet safety is of paramount importance at St Patrick's. Pupils' are taught through their lessons how to keep themselves safe when using the internet. Guidance and links are also on our school website. However, if an E-safety incident occurs, staff are to fill in the E-safety incident log and pass this onto the head. See E safety Policy.  
**See appendix 6**

**Policy written by:** J Lewis

**Date of policy:** June 2017

**Review date:** June 2018

(To be reviewed in September 2018 following discussion with all stakeholders)

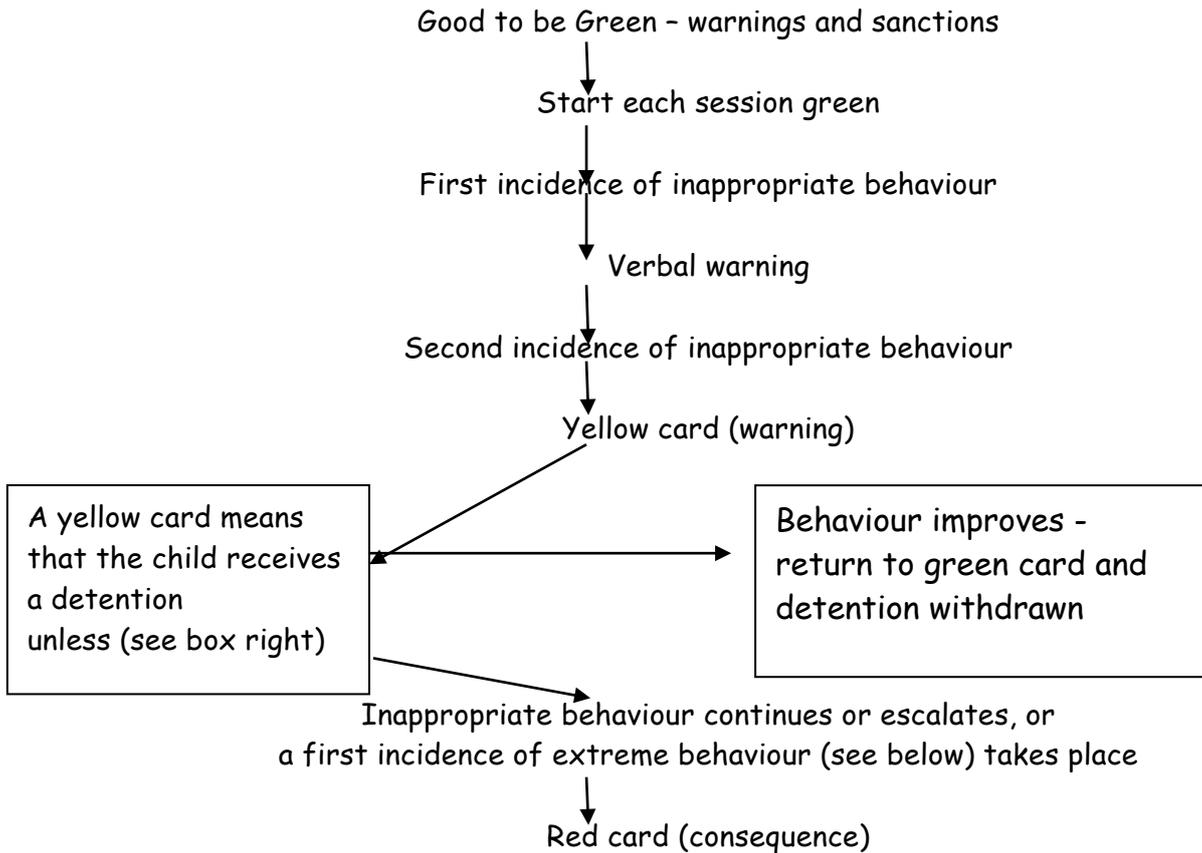


## Appendix 1: Procedures

### Rewards

<u>Type of Reward</u>	<u>What it is given for</u>
<b>Good to Be Green Stickers</b>	To be given out as desired
<b>I've been green all week stickers</b>	All children who are green all week will receive a sticker this will go on their reward chart.
<b>Good to be Green Certificate and badges</b>	One of the children who have been green all week will get the award certificate for the week and a badge
<b>Pencils</b>	Being green all half term
<b>Postcards home</b>	Being green all term
<b>Raffle Tickets for The Treasure Chest</b>	Children will get a raffle ticket for behaving well at lunchtime. These will be entered into a draw for a prize from the Treasure Chest each Monday
<b>Privilege Cards</b>	Mrs Lewis will give these out if he comes in to your class and everyone is green. He will also give these out if he sees your whole class come into assembly quietly or walking quietly down the corridor
<b>10 minutes extra play</b>	Being the class with the most privilege cards for the week

## Sanctions



A red card means that a child **may** be exited from class until the end of the session and receives a detention. Further action may also be required depending on the nature of the incident. **A red card is a last resort.**

When the child comes back in to class, the card should go back to green once the child should be encouraged to acknowledge their behaviour. If a child receives more than three red cards in a day, or more than 5 over a week, then a letter should be sent home to parents. Obviously, teachers will use their discretion in these cases but must keep the SLT informed of their decisions. (See Appendix 4)

### **If a child refuses to exit**

Call for a member of staff to deal with the situation (SLT in serious situations)



Child receives a further detention

Parents/Carers informed

This may result in internal/external exclusion

Foundation Stage is slightly different due to the age and stage of the children. A yellow card means a 5-minute time out and a red card means that the children are brought to school to be spoken to by a senior member of staff.

### **Behaviour Requiring Sanctions**

- Breaking any of the Golden Rules

Follow Good to be Green flow chart:

Verbal warning  
Yellow Card + possible detention  
Red Card, Consequence + detention + possible further action

For more extreme behaviours see below:

- Minor physical violence;  
e.g. pushing, hitting or kicking out but not making contact, lashing out but stopping self, etc.

Immediate red card - exit to any other member of staff

- Serious physical violence;  
e.g. punching, kicking, fighting, etc.

Immediate red card - exit to deputy, or head if deputy out.

### **Record Logs**

Each time a child receives a yellow or a red card then the record log needs to be filled in. This can be done by either the TA or teacher. The behaviour log should use children's initials and be a brief record of the incident. Red cards or serious incidents will be recorded in detail in the behaviour file.

### **Lunchtimes**

At lunchtimes the flow chart should be followed. If a child receives a red card they will stand by the wall for no more than 15 minutes, which will serve as a detention. When they go back in to class, the card should remain green. TA/SA should record incident.

Positive behaviour should be rewarded as much as possible. Focusing on the positive behaviour will encourage the children who are not following the Golden rules to change the behaviour. The behaviour of children who are not following the Code of Conduct could be changed by praising the children who **are** following the code.

### **General points**

- Children are encouraged to take responsibility for their own behaviour.
- Teachers will regularly remind their classes of what is expected in the classroom, on the playground and at lunch times and of the consequences of misbehaviour.
- Apart from such serious incidents, wherever possible, children should be given opportunities to amend their own behaviour. A quiet word from the teacher or staff member giving a reminder of rules or a warning of sanctions that will have to be applied may be sufficient to diffuse troublesome situations and allow the child to apologise and alter his/her behaviour.
- If no improvement occurs, then sanctions will be applied but at each stage a child must be warned of the next consequence of failing to behave appropriately.
- Sanctions should be applied as calmly as possible according to the procedures listed which are designed to reduce stress on staff and children.

### **If it is necessary to see parents**

1. An appointment should be given.
2. It should be stressed that parents are being asked to work in partnership with school to try to overcome a child's difficulties and that their help is essential.

- In Foundation Stage, parents are seen informally at the end of each day/session when good behaviour is praised and minor incidents discussed, formal appointments are arranged if necessary

## **Behaviour Report Systems and Parental involvement**

### **Report/Discipline Sheets**

1. Targets should be set for the child, preferably with the involvement of both the child and parent/s. (**Learning Mentors** will normally be brought in at this stage, if not already involved). The targets set for the child should be explained and a warning given that if they are not reached, then the Headteacher will be involved to apply further sanctions e.g. removal to another class, exclusion at lunch time etc.
2. Parents should see discipline sheet/report and sign it (child may also sign)
3. Parent should be asked to check on child's progress in person or by phone at stated intervals (normally every Friday) for as long as the report is in place.
3. If parents fail to respond, second standard letter should be sent by post

## **Appendix 2: Criteria for Referral to a Learning Mentor**

**Purpose:** To work with pupils to overcome barriers to learning.

- Where pupils are in need of one to one counseling for either academic or social issues e.g. stress management and self-esteem building.
- Where pupils are finding difficulty with accessing their academic work e.g. concentration, time management, working with others, personal organization.
- Where pupils may have difficulty in accessing in or out of school resources, which will help in the learning process e.g. library and museum visits, music lessons.
- Where liaison with families or carers may be helpful in supporting an improved working environment for schoolwork.
- Where there is a continued problem with a pupil's attendance and/or punctuality.
- Where there is a recognized need within a pupil for increased motivation towards the learning process.
- Where pupils have received numerous other interventions with limited success.
- Where pupils may have been absent for a lengthy period of time through illness.

**All referrals should be passed to the headteacher.**

**On receipt of the referral form, the Learning Mentor will provide the class teacher with a copy.**

Appendix 3



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

Upper Hill Street  
Liverpool  
L8 5UX

Tel: 0151 709 1062  
Fax: 0151 707 9367

Head Teacher: Mrs J Lewis

Date.

Dear.....,

Unfortunately, your child..... has received ..... red cards in the last..... As you are aware a red card means that your child is behaving in an unacceptable way. We would like to take this opportunity to invite you to come in to school to discuss ways in which we can work together in order to help improve behaviour.

Please speak to ..... to make an appointment.

Yours sincerely,

Mrs. J. Lewis

Appendix 4

St. Patrick's Catholic Primary School

Bullying Incident Report

Date:

Time & place:

Alleged perpetrators (initials only):

Victim (initials only):

Details of incident:

Action:

Resolution:

Staff member's signature:

Head/Deputy Head's signature:

**APPENDIX 5**

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



Upper Hill Street  
Liverpool  
L8 5UX

Tel: 0151 709 1062  
Fax: 0151 707 9367

Head Teacher: Mrs J Lewis

Dear

I am sorry to have to inform you that \_\_\_\_\_ was involved in a bullying incident today.

I am sure that, you will agree with us that bullying is unacceptable and that you will want to talk to me to make sure s/he understands the seriousness of such behaviour.

I would appreciate it if you would make an appointment to see me as soon as possible so that, working together, we may resolve this matter.

Please sign and return the slip below to confirm that you have received this letter.

Yours sincerely,

Mrs J Lewis  
Headteacher

.....

I have received your letter and would like to see you on:

.....at .....

or.....at.....

Signed.....



## Appendix 7

### E-safety incident log

*\*\*Please staple any printed evidence to support the incident\*\**

**Date happened:**

**Time:**

**Name of Perpetrator (s):**

**Name of Victim(s):**

**Name and date of person reporting incident:** *If not reported, how was the incident identified? Include names of all adults to report (Eg; child, parent and staff member).*

**Where / how did the incident occur?** *(BBM, texting, video call, website, blogging - please give specific site)*

**Description of incident:** *Please include type in incident (bullying, security risk, hacking, racism, sexual, illegal activities)*

**Action taken:** *Please include staff members involved in action, any referrals / safeguarding concerns, parental involvement, disciplinary action*

**Further action or outcomes:** *Please include continuous monitoring, CP file opened / added to, changes to e-safety policy or procedures required*